

A brief literature review on Academic Achievement of English Language

Manu Devi

PGT English, Department of school education Haryana

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ABSTRACT

Academic achievement of English language is the core of the entire educational growth. It is regarded as an important goal of education. Academic achievement of English language is the outcome of the instruction provided to the children in schools which is determined by the grades, or marks secured by the students in the examination. It generally indicates the learning outcomes of pupil which requires a series of planned and organized experiences. In this review paper the literature is discussed in details of the academic achievement of English language.

1. Introduction

Academic achievement of English language is the prime and perennial responsibility of a school or any other educational institution established by the society to promote whole scholastic growth and development of a child. Academic achievement of English language plays a very significant role in the attainment of the harmonious development of the child. The prediction of academic achievement of English language has assumed enormous importance to its practical view. In our society, academic achievement is considered as a key criterion to judge one's total potentialities and capacities. It forms the main basis of admission and promotion in a class. It is also important for obtaining a degree or getting a job. Therefore it is more pressing for the individuals/students to have high academic achievement. For a student, value of academic achievement is important not only for higher education on one hand and finding valuable job on the other, but also for bringing personal satisfaction and social recognition. Academic achievement or academic performance of English language is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. In 21st century the world is changing very rapidly. Everyone is surviving for superiority. Today a very high academic achievement of English language has become an important need to seek admission to good courses.

Today, good academic achievement of English language is becoming more and more pressing for the individual to have. Individual differences in abilities of achievements are reflected in the academic progress of the students even though all students are exposed to a similar educational facilities, environment, aspiration and even intelligence in the school environment. Each student may vary in respect of their academic achievements by showing different levels of competence. Such variations may be attributed to a host of factors innate as well as environmental. Further, an individual may also vary in achievement with passage of time. That is why we sometimes find students who do not maintain consistency in their academic achievement as they progress. Many a times we often find students who pass the examination, yet they fail to achieve as much as they can in terms of their abilities. This has drawn the attention of the researchers who have attempted to unravel the complex determinants of academic achievement. They have indicated that students'

academic achievement depends to a large extent on their adjustment. These adjustment patterns determine the quality and efficiency of academic striving. Thus, the study of academic achievement of students has assumed a lot of significance in this modern educational system as the efficiency and deficiency of a student is chiefly determined by the quality of his academic achievement of English language.

The role of academic achievement in the educational system in particular and in the development of the nations in general is assuming greater proportion. So, there are countless numbers of studies that have been undertaken which either focused exclusively on academic achievement of English language or investigated academic achievement of English language in relation to other cognitive, social and personal factors. Most of these studies have sought to determine factors that enhance academic achievement. The implications of these relationships in education are apparent since achievement in skill, concepts, and content are the acknowledged goals of the educational process. Therefore, promotion of academic achievement is one of the important aims of an educational system. In this rapidly changing world, with the growing advancement in science and technology academic achievement has become so vital that every parent today sets high goals to educate the child. Hence, the entire effort of education is towards improving the academic performance of the pupils. The problem of predicting high school success has probably received more public attention than any other single problem in education.

Achievement refers to the scholastic achievement of the pupils at the end of an educational programme or the competence they actually show in the school subjects in which they have received instruction. Achievement is the accomplishment or acquired proficiency in the performance of an individual with respect to a given knowledge or skill. Thus, achievement of English language is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of the achievers. The term has been defined by different persons in various ways.

According to (1) achievement is concerned to a great extent with the development of knowledge, understanding and acquisition of skills. In the words of (2) achievement is the attainment or accomplishment of an individual in some or particular branch of knowledge after a certain period of training.

The achievement score of a student indicates towards the future success of the individual. Analysing the definitions mentioned above, we can conclude that academic achievement refers to the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is determined by the grades, or marks secured by the students in the examination. It reveals the level of educational accomplishment in various subjects taught in educational institution. It also reveals the quantity and quality of learning attained in a subject of study after a period of instruction. Besides being the criterion of promotion to the next class, academic achievement is also an index of future success and determines the pattern of one's living. In view of this, the factors which play an important role in determining an individual's academic achievement need to be studied.

As (3) pointed out that, academic achievement is a very complex variable, a resultant of diverse factors of different kinds intellectual and non intellectual, acting and interacting in a variety of ways. Intelligence, personality factors and socio economic background are some of the factors which are considered to be having an influence on academic achievement.

In view of this it is important to undertake a systematic search into these three factors in relation to academic achievement. Academic pursuits seem to emerge as the important and relevant aspect of life where people try to do their best over the others. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible that they even set up measures of academic achievement for their children without due consideration of their capacities and essential physical fitness. This desire for a high level of achievement puts a lot of insistence on students, teachers, schools and the educational system itself. In fact, it appears as if, the whole system of education revolves round the academic achievement of students, though various other outcomes are expected from the system. Thus a lot of time and effort of the school are used for helping students to achieve better in their scholastic endeavours.

The effectiveness of any educational institution is measured by the extent the pupils involved in the system achieve in cognitive, affective and psycho-motor domains. Therefore, academic achievement predictors generally consist of cognitive measures, pertaining to mental ability or intelligence and non-cognitive measures, especially personality traits which continue to support that both cognitive ability factors and certain personality traits consistently predict academic achievement. So, academic achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement cannot be ignored. To maximize the achievement of students within a given set-up is the goal of every school. Research has come to our aid by looking into what variables like personal, home, college, teacher, etc. promote achievement or deter it. A good number of variables such as personality characteristics of the learner, the socio-economic status from which he hails, the organizational climate of the school etc. influence achievement in different degrees.

As a natural consequence, the intensity of increasing educational needs have not met with the needed facilities. This lag between educational requirement and the means to accomplish them has resulted in sharp decline in academic standards. The problems of deteriorating standards has forced the educationist to thoroughly probe the factors that effects the pupils academic achievement in schools at all levels and on that basis to suggest measures for improvement to the educational authorities. It is this particular aspect of these studies that compelled the present investigators to study some of the psycho-social variables namely personality, intelligence and socio-economic background in relation to academic achievement of high, average and low achievers so that the causes of poor academic performance may be treated out and be controlled suitably. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

(4) studied the factors affecting the academic performance of Indian students and found that main factors are self-concept, achievement motivation, and Indian discrimination, culture conflict, and family instability; achievement motivation and culture conflict are the most important correlates of academic achievement among urban students. (5) reported that medium of instruction and locality of residence influenced level of achievement. (6) reported that "classroom factors followed by environmental and developmental factor play a major role in affecting the students' academic performance. The competency of teacher, students' inner urge, absence of physical distracters, like mindedness and colleagues' contact make students more competent to succeed in life. However, most of the above given factors have been considered and studied for research under the classification of subjective and objective factors. Subjective factors are related to the individual himself while influencing one's achievement as intelligence, learning ability, self-efficacy, learning style, study habits, creativity, level of aspiration, self-concept, locus of control etc. whereas objective factors are related to the environment of the individual as socio economic status, educational system, family environment, evaluation system, value system, teachers' efficiency, school situation and environment". (7) reported that main factors affecting academic achievement are affective factors viz. cognitive style, motivation, anxiety, study habits, level of aspiration, stress, value, perseverance, self-efficacy, emotional maturity, attitude, adjustment, interest, need and curiosity; cognitive factors viz. ability, intelligence, creativity, problem solving, reasoning ability and learning rate; school related factors viz. type of school, school climate, teacher's personality, homework, alienation, teachers' expectation and attitude, training strategies, teachers' experience, medium of instruction, teachers' behaviour and competency and class

room environment; home related factors viz. family size, birth order, socio economic status of family, gender bias, parental involvement, parental support, deprivation, child rearing practices, working networking parents, parental aptitude and expectations.

"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a life with each generation, man builds upon the accumulated and record knowledge of the past" (8). "The competent physician must keep himself consistently abreast of latest discoveries in the field of medicine. The successful lawyer must be able to readily locate information pertinent to the case at end. Obviously the careful, student of education, the research worker and investigator should become familiar with the location and use of source of education information" (9).

Every piece of ongoing research needs to be connected with the work already done to attain an overall relevance and purpose. A literature review is designed to identify related research, to set the current research project within a conceptual and theoretical context. So reviewing the related literature becomes one of the most indispensable parts of the research project. It is link between studies already done and the proposed research project. It works as a light house not only with regard to the quantum of work done in the field but also enables us to perceive the gaps and lacunas in the field of research concerned.

Review of related literature makes sure that the researcher is not repeating the work that someone has already done. Sometimes, when the proposed research has already been done, then it provides the researcher an option to modify the work by adding the new perspective altering some of the methods of research, to make the research more valuable. The other research reports may also be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of the project under study. It also helps in highlighting difference in opinions, contradictory findings and different explanations given for their conclusions and differences by different authors.

To have a thorough understanding and an insight deep into the development of a discipline, the researcher must be thoroughly familiar with both previous theory and research. The literature related to any problems helps there searcher to discover information which would enable to have a deep insight, clear prospective and a better understanding of a chosen problem and various factors connected to the study. Hence a number of books, journals and websites were referred and reviews were collected. In the following pages, an attempt has been made to present briefly a few of the important researches and studies conducted abroad and in India, as they have significant bearing on the present study.

Finally the review of related literature involves writing the foundation of ideas into a section for the joint benefit of the readers and the researchers. It provides a summary of the thinking and research necessary for them to understand the study. It is presumed that the survey of the related studies will make the present investigation more direct and to the point. Though it may not be necessary as well as possible to dive a detail review, still an attempt has been made to provide a precise and comprehensive account of the results of the studies, directly or indirectly related to the research project under investigation.

2. Study related to academic achievement

(10) studied academic achievement in relation to socio economic status, anxiety level and achievement motivation with the objective to study academic achievement in relation to socio economic status and to view the extent up to which academic achievement of the children was affected by their anxiety level and revealed significant positive relation between socio economic status and academic achievement, achievement motivation and academic achievement; and a negative relationship between anxiety and academic achievement.

(11) found different factor structures on mathematics achievement and supported the effectiveness of home environment, attitudes towards mathematics and educational aspiration as the more important and consistent predictor of mathematics achievement; peer influence, school environment and study habits had mixed inconsistent effects on mathematics achievement.

(13) studied the motivational variables and academic performance of urban and rural secondary school students with the objective to examine the degree of relationship among motivational variables and academic performance of students in secondary school certificate examination by taking 100 secondary schools and 1000 senior secondary school students and found that there was an enhanced relationship of each of the motivational variables in respect to academic performance with the provision of learning materials as the most predictor variable, followed by employment of private teachers and conducive school environment respectively.

(14) studied factors associated with scholastic backwardness of secondary school children. 100 low achievers from secondary schools of Hyderabad city were selected as sample for the study. Interview schedule was used to elicit factors related to scholastic backwardness. The results reported that low educational status of parents found to be detrimental to academic achievement of their children.

(15) studied the effects of certain socio psychological factors on the academic achievement of students studying in classes VIII to X and found that the three levels of home environment as low, middle and high obtained 41.38, 47.05 and 62.37 of mean academic achievement respectively. Statistically the differences between the means yielded a significant effect of home environment on academic achievement ($F=17.23$ at 0.01 level). Home environment yielded a correlation of 0.42 with academic achievement, which was highly significant. The partial correlation between home environment and achievement was 0.179, which was also significant. For boys and girls the respective correlations were 0.391 and 0.450 which were positive and significant.

(16) examined the role of parental support and academic achievement of tribal school students by taking a sample of 300 students through multistage sampling technique and found that parents of high achievers exerted significantly more support in their children's studies than the parents of low achievers students; the parents of high achievers had higher aspiration for their children's educational success and high prestigious occupation with attractive financial return, but the parents of low achievers were not strongly ambitious of children's upward mobility; the high achievers parents believed in counselling for correct behaviour whereas the parents of low achievers believe in physical punishment like frequent beating.

High achievers parents were liberal and allowed their children to mix with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

(17) carried out a study of family and school factors that affect the academic achievement of residential school children studying ninth and tenth classes on a sample of 120 students of Hyderabad city. Data were collected through an interview schedule developed by the investigator to study the family factors. The result indicated significant gender difference in academic achievement and girls were found to be superior to boys in academic achievement.

(18) studied relationship between emotional maturity and self concept on academic achievement of students at secondary stage with the objective to find the difference in emotional maturity of boys and girls, students of urban and rural areas, students of government and private schools, children of working and non-working mothers with a sample of 200 students of secondary stage and found that there was negative correlation between intelligence and emotional maturity; a significant correlation between emotional maturity and academic achievement of boys and girls.

(19) studied academic achievement, adjustment and study habits of rural and urban students and found that there was no significant relationship in academic achievement and study habits for rural and urban students; there was positive significant difference between rural and urban students in adjustment areas of home, family, emotional and total but in the areas of social and educational adjustment the difference was not significant; there was no significant correlation between academic achievement and adjustment among rural and urban locality; a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment; in social adjustment there was no significant difference between low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment; there was no significant difference between rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home, family, personal, emotional and health adjustment; rural boys were slightly better adjusted in comparison to the urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys in the areas of home, family, personal, emotional and health adjustment.

(20) tests theoretical and developmental models of the causal ordering between academic self-concept and academic achievement in a multi occasion design (i.e., 3 age cohorts, each with 3 measurement waves). Participants were students in Grades 2, 3, and 4 from 10 elementary schools. The structural equation model for the total sample supported a reciprocal-effects model, indicating that achievement has an effect on self-concept (skill-development model) and that academic self-concept has an effect on achievement (self-enhancement model). This pattern was replicated in tests of invariance across the 3 age cohorts and did not support the developmental hypothesis that skill-development and self-enhancement models would vary with age.

(21) conducted a longitudinal study to examine the association between psychometric intelligence and educational

achievement. The sample comprising of 70,000 school students of England participated in the study. Academic achievement was taken as the scores obtained by students in national public examination. The results showed gender difference in academic achievement. The findings indicated that the girls performed better than the boys.

(22) explored the relationships among academic achievement, demographic and psychological factors. On the sample of 380 school students of Italy, school achievement index was used as an instrument to measure their academic achievement. The findings of the study indicated significant difference in academic achievement of male and female students. Female students were found to have higher academic achievement than males.

(23) examined the effect of motivation, family environment, and student characteristics on academic achievement. On the sample comprised of 388 high school students including 193 male and 195 female students of Abu Dhabi district in United Arab Emirates. Grade point average was taken as measure of academic achievement of the students: The results revealed no significant gender difference in academic achievement of the students. (24) carried out a gender analysis of academic achievement of school students of Karnataka. The sample comprised of 600 students including 325 boys and 275 girls. Academic achievement was taken as the average grades of two previous years. The results of study showed that there was no significant difference in academic achievement of boys and girls. But the results indicated a significant difference in academic achievement of urban and rural students with urban students had higher academic achievement than rural counterparts.

(25) carried out a study to infer whether intelligence and gender as predictors of academic achievement on a sample of 153 undergraduate students of Malaysian University. Cumulative grade point average scores were taken as measures of academic achievement The results indicated that there was no significant difference between the academic achievement of male and female students. (26) studied social correlates of academic achievement of rural underprivileged primary school girls and found that socio economic status was a potential social correlate of academic achievement; home environment had positive correlation with academic achievement in case of low achievers only; school environment failed to establish any relationship with the achievement level of high and low achievers.

(27) empirically predicted the causes of poor academic performance of the school students on a sample of 200 high school students of Zimbabwe. Data were gathered through interview conducted with the students. The findings indicated that there was a difference in academic performance of male and female students with male students performing better and education of parents had significant effect on academic achievement of the students.

(28) investigated achievement in mathematics of secondary school students in relation to selected variables. The sample of the study consisted of 480 boys and girls, drawn from the various private and government high

school of Warangal city in Andhra Pradesh. Data was collected by administering scholastic achievement test of mathematics to the sample. The findings indicated significant difference between the mathematics scholastic achievement of the boys and girls. The result also showed that girls were higher achievers than boys. (29) studied the relationship of social maturity with academic achievement of high school students. The study was conducted on a sample of 400 high school students consisting 200 boys and 200 girls studying in tenth class of New Delhi. The aggregate scores of the selected students in the board examinations were taken as the measures of academic achievement. The results indicated that there were no significant differences between the academic achievement of boys and girls. The findings also revealed no significant difference in academic achievement of rural and urban students.

(30) conducted a study on a sample of 300 students consisting 150 male and 150 female students of secondary education from Varanasi, with a view to assess to gender difference in scholastic achievement. Scholastic achievement was measured on the basis of an average of marks obtained in three previous annual examinations. The findings revealed that there was a significant difference in academic achievement of male and female students. Girls were found to be better performers than boys. (31) investigated the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. 1500 students were selected as a sample for the study and data was collected through a questionnaire that assessed personal information and science achievement test developed by the researchers themselves. The results indicated that family variables including parental education had significant relationship with the achievement of their children. (32) investigated the impact of the economic and social factors on the academic achievement of secondary school students. This study examined Impact of the economic and social Factors on the academic achievement of secondary school students: A case Study of Jordan. Two hundred and Fifty-five students were selected randomly. From each of the

randomly selected schools the researcher selected. A questionnaire consisting of sixteen items were prepared. A number of related materials both of empirical and theoretical importance were reviewed. This study adopted a simple survey research design and made use of questionnaire in facilitating data collection. The statistical description (such as mean simple percentages and standard deviation) Pearson moment correlation coefficient, Based on result obtained: (a) There is significant effect of socio-economic Factors on student's academic Achievements in their branch of education. (b) there is significant effect of socio economic Factors on student's academic Achievements in their gender to female. Moreover, recommendations were made for the academic Achievements students, teachers, parent's government and curriculum developer on ways to improve academic achievement and inculcating positive attitudes in students towards learning.

(33) studied on self-concept, academic achievement and achievement motivation of the students. Multiple variables leading to socio-economic discrimination include gender, caste, levels of father's education; father's occupation etc. may contribute to self-concept, academic achievement and achievement motivation. The present study attempts to explore whether various social categories of school going adolescents differ with respect to self-concept, academic achievement and achievement motivation. 846 students from 28 schools of West Bengal, India, constituted the sample chosen by SRSWOR by the sampling scheme (34). To test hypothesis of simultaneous equality of a set of variables such as self-concept, academic achievement and achievement motivation across the social categories, ANOVA was undertaken. The results revealed that gender difference was significant for four dimensions of self-concept out of six dimensions considered (35). However, for academic achievement and achievement motivation, gender difference was not found to be significant. Caste wise students differed significantly in academic achievement. When father's education and occupation were considered, highly significant differences were observed for academic achievement and achievement motivation but insignificant difference with respect to dimensions of self-concept.

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