

CRITICAL REVIEW ON EDUCATIONAL PSYCHOLOGY TOWARDS ACADEMIC ACHIEVEMENT

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ABSTRACT:

Enhancing knowledge and control over the behavior of the organism as a whole is the aim of psychology as a science. Educational psychology is the branch of psychology that deals with educational issues. If children are to succeed, they must receive immediate attention for their academic achievements. Academic success is a measure of an individual's performance that shows how well they did in relation to particular objectives that were the focus of activities in instructional environments, specifically in school, college and university. The majority of educational systems' cognitive goals either include learning facts and mastering a particular intellectual field or are transferable to critical thinking. As a result, it's critical to see academic performance as a nuanced concept that spans numerous learning domains. In this article, critical review on educational psychology towards academic achievement has been discussed.

Keywords: Educational, Psychology, Academic, Achievement

INTRODUCTION:

Psychology is the scientific study of experience, behavior, and how living things adapt to their environment. The development of instructional strategies and teaching-learning scenarios, the application of research findings in the field of education, and the scientific investigation of human learning, including both cognitive and behavioral aspects, are all influenced by psychological laws, principles, and methodologies. Educational psychology is the branch of psychology that focuses on education and learning. A scientific method has been devised to describe how various elements of students, teachers, learning tasks, learning environments, and educational settings interact to modify or alter their actions in classroom settings. This method uses psychological notions and procedures.

Academic success is characterized by a number of indicators of educational advancement, so it can be measured in a variety of ways. According to individual studies and meta-analyses, the relationships between academic achievement and its determinants, such as intelligence, motivation, and personality, have been demonstrated to depend on the method used to measure academic achievement. It is essential to identify the variations between the various academic success tests.

EDUCATIONAL PSYCHOLOGY:

Educational psychology provides information on the many factors that affect teaching and learning and offers useful, tried-and-true suggestions for improving education. It helps the teacher better understand his students' development, the range and boundaries of their talents, their learning process, and their interpersonal interactions. Educational psychology leads to effective teaching. Encourage verbal or nonverbal signs, and offer constructive criticism to the kids. Let the students know what you expect of them. [1]

The scientific study of human behavior in educational settings is known as educational psychology. Educational psychology is concerned with a wide range of components, thoughts, concepts, strategies, and tactics in relation to student development and progress. It focuses on learning environments and tactics that can increase learning effectiveness. The why, when, and how of education are studied in this branch of educational science. [2]

Educational psychology emphasizes the importance of the classroom as a social setting for dialogue and idea exchange between students and teachers. Since it acts as a stimulus for effective teaching and learning, it is crucial to provide a supportive learning environment in the classroom. Teachers should make an effort to foster a learning atmosphere that values collaboration and teamwork over competition.

[3] When a student is still unsure of something, the teacher should promote discussion and inquiry. If teachers wish to foster this type of learning environment, they must foster an atmosphere of respect, trust, and support. Students are encouraged to actively participate in the teaching-learning process in such circumstances because they understand that they must pick themselves up and try again after experiencing occasional academic failures. [4]

Research in educational psychology has been extremely helpful in the formation of the current educational system. It has helped teachers adopt a democratic and impartial perspective toward kids as they grow into complete people. Due to the fact that the educational system is becoming increasingly complex on a daily basis, educational psychology is essential to meeting the needs of the system both now and in the future. It is also a productive technique for getting something done. Its main responsibility is to comprehend and address matters that affect children. Examples include understanding the learner, fostering a positive learning environment, recognizing individual differences, identifying students with special needs, resolving conflicts in the classroom, having the necessary skills and a passion for teaching, implementing effective teaching techniques, understanding how to develop curricula, offering guidance and counseling, and evaluating students. It is simpler to build a learning atmosphere and encourage high academic performance when conflicts are resolved. [5]

ACADEMIC ACHIEVEMENT:

There is no denying the critical role that academic achievement plays both during and after college, but researchers and policymakers are increasingly considering social and emotional characteristics, as well as the relationships among them, as markers of student wellbeing and psychological development. This pattern is reflected in the recent addition of social and emotional measures to established Organization for Economic Co-operation and Development (OECD) standards. Some of the measures used to describe these characteristics include task performance (such as drive, perseverance, and self-control), emotional regulation (such as stress tolerance and optimism), and sophisticated skills (such as self-efficacy and metacognition). This issue's six superb empirical studies that explore some of these parts' subtleties—some of which are related to academic achievement and others are not, and which are valuable in and of themselves—fit the theme perfectly. [6]

The study included academic achievement, but academic buoyancy—the capacity to recover from academic setbacks—was not found to be a predictor of academic improvement in elementary school students. Academic buoyancy effects were found to have an impact on Australian children's reading and math achievement, but only when self-concept acted as a mediator. Priority is given to evaluating students' psychological capital (such as efficacy, hope, optimism, and resilience) who speak Spanish and Portuguese at the university level. They discovered that learners who express their commitment to their studies are more likely to be psychological capital consumers and, as a result, excel in the classroom. [7]

Work that emphasizes the emotional and social complexity of veterans and returning service members takes academic success into account. According to the findings of a thorough investigation into the connections between learning climate support, post-traumatic stress disorder, depression, self-efficacy, and academic challenges, achievement is positively correlated with independent and self-sufficient learning environments. Furthermore, these components persisted regardless of the severity of post-traumatic stress disorder or depression. After a thorough review of the literature, it became clear that there was a positive relationship between early autonomous motives and mastery-oriented goals the following year, which in turn was related to a rise in autonomous motives the following year. In the latter study, it was found that mastery-approach goals are important as mediators between autonomy support and self-determined motivation, among other things. In a sample of Chinese university students, this study looked at the interactions between accomplishment goals and psychological needs for support (competence, autonomy, and relatedness). [8]

Procrastination, academic involvement, and usage of a variety of social networking sites (including Facebook, Twitter, and Instagram) are the main problems that Canadian university students face. They conducted a highly relevant analysis and discovered that while less complex social networking sites had

fewer negative effects, some social networking sites contributed to procrastination and poor acculturation to university life. [9]

Each of the aforementioned experiments has greatly increased our understanding of how complex modern learning is. We value the significant attention this issue pays to longitudinal research and social media influences. To complement the great quantitative data presented here, the collection of additional qualitative data may be given higher attention. There has been a lot of study done in the past on the advantages of encouraging students' social and emotional development, but there is still work to be done in terms of incorporating these strategies into teaching and learning and performing research on them at all levels of education. [10]

RELATED REVIEW OF LITERATURE:

Surekha Soni (2020) asserts that the field of education has become a fiercely competitive business. Success in educational institutions is based on a student's academic performance or on how well they meet the requirements set by the school and the local authority. It's important for children to grow intellectually and cognitively. Academic achievement, also referred to as academic performance, is the level at which a student, instructor, or organization has met their learning objectives. Researchers and experts in education are looking for factors that can boost student accomplishment due to the increasing emphasis on academic student achievement indicators. Variances in IQ have been linked to variances in academic achievement. Academic success increases the likelihood that a student will have stronger mental faculties. The goal of the current study is to ascertain the connection between students' academic accomplishments and their mental prowess. 150 youngsters of typical age from a range of schools in the Udaipur district made up the study's sample. A stratified random sampling process was used to choose the sample. The statistical analysis resulted in the conclusion that there is a significant association between students' mental aptitude and their academic accomplishment using one-way ANOVA and the test for variance homogeneity. Additionally, there is a considerable age difference in the respondents' mental capacity for academic success. It has been found that a student's mental ability significantly affects their academic development. The study will help guardians, such as parents, teachers, and others, emphasize this significant facet of a student's personality. [11]

Meghna Mehndroo and Vandana (2020) assert that motivation is the primary factor in motivating everyone's actions, wants, and desires. Men's actions and moral behavior are influenced by their motivations. Motivation is a crucial component of a student's academic readiness and desire to learn. These motivated students are inquisitive and eager to grasp the significance of education. Parents, teachers, and other adults can create a learning environment by encouraging children to be focused and motivated. The current study's main objective was to investigate the connection between motivation and academic success. Given that awareness cannot explain academic performance on its own, it is essential to emphasize awareness's role in education. Objectives (moral purpose, intention, and inclination), tools (means to achieve the objective), anger (internal physical condition), and intrinsic and extrinsic rewards all have an impact on motivation as an internal phenomenon. For people to fulfill their needs, desires, and circumstances, the right motivation is necessary. This study discovered a significant relationship between academic performance and the motivational indicators of job interest, effort inclusion, competition, social power, participation, social concern, and tokens and compliments, which is significant given the existing gap in student academic motivation. There have been some recommendations made to increase motivation. [12]

According to Angela L. Duckworth et al. (2019), self-control is the capacity to sustain attention on long-term goals in the face of momentarily more alluring alternatives. In this review, we examine the connection between self-control and academic success. We define self-control from the outset and distinguish it from related ideas. The evidence that virtually all students experience conflict between short-term extracurricular aspirations and long-term, worthwhile academic goals is covered in the section that follows. The effect of self-control on academic performance, course grades, and results on

standardized achievement tests is then thoroughly examined. We present an explanation of impulses based on the process model of self-control that emphasizes opportunities for students to actively enhance impulses that are in keeping with their academic goals and actively repress impulses that are in opposition to them. We offer recommendations for future study and application at the end of our session. [13]

The importance of Grade 12 students' academic achievements in terms of their personal development was examined by Sheena Marie Galarpe et al. (2019). Students in grade 12 are significantly impacted by academic achievement. To take part in the study, 78 senior high school students from Jagobiao National High School were recruited. A questionnaire was used to gather data from the participants. Chi-Square was utilized to process the data. Students in the 12th grade will participate in this study and have their academic growth in the area of personal development assessed. However, the research did demonstrate a strong correlation between a student's grade 12 academic accomplishment and personal development. It also demonstrated how a student's senior year success in personal development classes can impact how well they are evaluated in those courses. The purpose of this study is to preserve the students' grade in personal development for Grade 12. Additionally, it has been demonstrated that students' dispositions and attitudes affect both their academic success and personal development. This study places a strong emphasis on the value of academic achievement for student's personal development in Grade 12 and how it might aid in the development of their classroom-based skills. Both the youngsters' academic achievement and personal development can benefit from this study. [14]

This paper proposes a conceptual framework to link numerous study domains, according to Hartmut Ditton et al. (2019), and it builds on current concerns concerning inequities in educational opportunity. Our main objective is to develop a mediation model to explain variability in academic performance that combines structural and motivational theories. Literature lists the four main social reproduction mechanisms. The two main channels are parents' expectations for their kids' academic performance and the transmission of cultural capital through intra-familial cultural behaviors. Their parents' evaluations of their kids' abilities, which are based on their social position, have an impact on their expectations of success. Each of the three approaches is expected to have an impact on a student's motivating characteristics, which in turn influence academic growth. We assessed our conceptual model using structural equation modeling and longitudinal data from German elementary school students. The fundamental assumptions of the model are supported by empirical data. The basic components of the idea could be seen as success expectations and cultural reproduction. However, the two chains of reproduction are linked together by parents' evaluations of their child's aptitude, and the child's motivational characteristics have an effect on their outcomes. [15]

According to Gilbert M. Talaue et al. (2018), the purpose of this article is to assess the impact of social media on the academic performance of selected college students. The authors of this essay talk about the effects of youth's constant use of social media. To precisely explain the issue, a descriptive study design was employed. Sixty (60) students majoring in business administration and management information systems who frequently utilize social media were the study's respondents. The research was conducted in the summer semester of the school year 2017–2018. In conclusion, social media has dominated students' free time and become a part of their daily lives. Without a doubt, social media platforms' tools can support the development of young people. Peer dialogues online can promote social contacts, academic discourse, and the development of new friendships. Because social media have a dual effect on academic advancement, teen use of them must be handled with the utmost prudence. [16]

According to Murat Tezer et al. (2017), the objective of the current study was to ascertain how future instructors' use of social media and the internet affected their academic performance. 204 prospective teachers who were enrolled in the 2016–2017 fall semesters comprised the study's focus group. The data was gathered using the Attitudes toward Social Media Scale. The study's conclusions demonstrated that the attitudes of prospective teachers about social media had an effect on students' academic achievement. It should be highlighted that prospective teachers with poorer attitudes toward social media were more likely to have lower academic results than those with better views. The results of the current study also

revealed that prospective instructors who had social media profiles outperformed those without them. Last but not least, it can be said that prospective instructors have a decent awareness of social media. [17]

According to Christy Whitten et al. (2016), finding methods to improve students' academic performance is a prevalent challenge in modern classrooms. This study examined the reading choices of 65 high school juniors, ages fifteen to seventeen, in a tiny Southeast Texas community. If kids read books they enjoy, it is projected that they would score better on average in the areas of English, arithmetic, science, and history than their non-reading counterparts. The authors found that, on average, across all subject areas, pupils who read for pleasure outperformed their non-reading colleagues. The authors continued by stating that teachers felt limited by state curricula and required assessments, even though they were aware of the link between reading enjoyment and academic success. [18]

According to Mohd Shakir (2014), the aim of this study was to ascertain how students' academic performance is impacted by academic anxiety. 352 seniors from senior high schools were chosen at random from the general population. The doctors gathered the information. A.K. created a scale to evaluate academic anxiety. Sen Gupta and Singh The mean, SD, correlation, and t-test were used to examine the data. The study's findings revealed an unfavorable relationship between students' academic success and anxiety. Male and female students in high and low academic anxiety groups, students with low academic anxiety and high academic anxiety, students with low academic anxiety and high academic anxiety, and students with low academic anxiety and high academic anxiety all performed academically differently from students in low academic anxiety groups. [19]

According to Guadalupe de la Iglesia et al. (2014), the goal of this study was to explain the perceptions of 760 college students in Argentina about social support and its connection to academic achievement. When assessing impressions of them, four potential sources of social support were taken into account: parents, teachers, classmates, and a boyfriend, girlfriend, or closest friend. One of three different metrics of academic performance was the percentage of passed, failed, and dropped classes throughout the course of a student's academic career. Findings showed that, with the exception of teachers, women perceived significantly more support from all sources than men did. The key claim was that greater social support perception was associated with better academic performance (a higher percentage of passed classes and a lower percentage of failed and dropped classes). Both sexes saw best friends, partners, and girlfriends as being more supportive than teachers, who were considered to be less so. Higher social support perceptions were only associated with better academic performance among females. The study's constraints and consequences for the use of various academic interventions that may target a certain student group are discussed [20].

Drive is one of the primary factors, according to Kulwinder Singh et al. (2011), that inspires people to accomplish their goals. This desire is referred to as motivation. Any part of one's life, whether personal or professional, requires a certain degree of fervor, dedication, and excitement to advance and reach greater heights. The drive's origin could be internal or external. The individual decides on this. A person's motivational factors alter as they mature and get older. Additionally, starting a new project comes after ending an existing one. Thus, incentives are always required. When one is going through a demotivational phase, it can occasionally seem like there is no hope. The next step is to think about what would motivate them to take further action. Each person's motivation at work differs. In reality, a person's capacity to accomplish their goals depends on a wide range of conditions. In actuality, everything begins to resemble still water when routine is monotonous. Nothing new appears to have occurred. Many people are willing to leave this situation behind and move forward. Human resource managers create a training calendar as a result to mix up the staff's daily schedule and encourage learning new skills. Motivation is the process of inspiring people to take goal-oriented action. Intrinsic and extrinsic motivation are two different forms. The statement might theoretically be used to describe the causes of animal behavior while frequently being applied to people. This article discusses human motivation. According to various theories, the basic desire to minimize pain and maximize pleasure, more precise needs like eating and sleeping, a desired thing, hobby, goal, or state of being, or less obvious motives like altruism, selfishness, morality, or a

desire to avoid death can all be used to explain motivation. Philosophically speaking, it's crucial to distinguish between optimism, volition, and motivation. Motivation and emotion are two different concepts. [21]

According to Arthur E. Porpat (2010), this study uses sample sizes totaling over 70,000 to conduct a meta-analysis of the associations between personality and academic achievement using the Five-Factor Model (FFM). Despite the fact that aggregate samples from secondary and postsecondary education had features, the majority of the research under study was conducted at the university level. The sample was somewhat smaller when it came from primary-level studies. Academic success has been found to significantly correspond with agreeability, consciousness, and openness to experience. Analysis revealed no support for the hypothesis that intelligence influenced the link between conscientiousness and academic achievement. Conscientiousness and intellect both contributed exactly the same amount to the prediction of university academic success when secondary academic achievement was taken into account. Strong evidence suggests that associations may be tempered. The average age of the participants, interactions between academic level and age, and correlations between academic performance and academic level (primary, secondary, or tertiary) all significantly weakened these links. We go over the most likely reasons for these moderator effects and make some suggestions for further research. [22]

According to Nikki Wilson's (2009) investigation, students who participate in extracurricular activities usually benefit from the variety of options accessible to them. Participation in extracurricular activities enhances academic performance, standardized test scores, educational achievement, regular attendance at school, and self-concept. Participation in extracurricular activities often fosters the growth of leadership and teamwork skills while reducing the likelihood of engaging in harmful habits like drinking and abusing illicit drugs. Students that participate in extracurricular activities typically get higher grade point averages, a decrease in absenteeism, and a greater sense of belonging to the school. When students have too many commitments on their schedules, the benefits of participation in extracurricular activities may even be lessened. Overscheduled kids may be exhausted, irate, and uninterested in engaging. Due to having too many physical activities planned, some youngsters could push themselves too far, increasing their chance of suffering a serious sports-related injury. Students might also need some downtime to unwind and recharge after a particularly taxing sporting season. Extracurricular activity participation frequently includes paying a set "pay to play" fee. Some families simply don't have the money to support extracurricular activities, whether it's paying the school activity fee, signing up for private lessons, or trying to advance their children's skills at summer camps. Caring adults may consider working with the community to lower financial obstacles to teen involvement in healthy extracurricular activities and to promote the development of leadership potential, teamwork, and skill sets. When balanced with academic learning, extracurricular activities can increase children's self-esteem, promote school spirit, and create healthy relationships with local adults; all of these effects are positive for everyone. [23]

Kaia Laidra, Helle Pullmann, and Juri Allik (2006) examined the connection between IQ, personality, and academic achievement. To discover how they predicted academic achievement, a large sample of Estonian children in elementary through secondary school and the general intelligence and personality qualities of the five-factor model were all evaluated. This study included 3618 participants in grades 2, 3, 4, 6, 8, 10, and 12 from across Estonia. According to Raven's Standard Progressive Matrices, intelligence is the most accurate predictor of children's grade point averages across all grades. Because interactions between predictor variables and age could only account for a portion of the variance in GPA, the same determinants are probably influential throughout a student's academic career. [24]

According to Steven G. Rivkin et al. (2005), this research distinguishes the impacts of schools and instructors on modifying performance while paying particular attention to any potential problems with missing or mismeasured components as well as student and school selection. The unique matched panel data from the UTD Texas Schools Project enables the evaluation of teacher effectiveness based on student achievement as well as the results of specific, targeted aspects of both teachers and schools. Teachers have a significant impact on students' reading and math achievement, even though observable traits like education or experience only account for a small portion of the variation in teacher quality. This is

supported by semiparametric lower bound estimates of the variance in teacher quality that are based solely on within-school heterogeneity. By showing that the advantages of an expensive ten-student reduction in class size are less important than the advantages of shifting one standard deviation up the distribution of teacher quality, the results highlight the importance of teacher effectiveness in determining school quality. [25]

CONCLUSION:

It takes educational psychology to create a welcoming environment that enhances learning. After carefully examining the evidence, it is evident that educational psychology is essential for developing a learning environment that increases student retention and academic success. The emphasis of the educational psychology topic of conflict management is on a person's capacity to choose from a range of possibilities or to choose the circumstance that is most acceptable.

Performance, or education, determines a student's success in school. It demonstrates the degree to which a person has achieved specific goals that were the focus of learning-related activities. It should be considered a complicated construct that encompasses a variety of subject areas because it takes into account the learners' varied talents. As a result, it is expected that one will consider the indicator being used to gauge academic progress while defining it. Any metric used to measure academic development will be influenced by a person's general intelligence, desire for success, recognition, interest, attitude, aptitude, personality etc.

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