

**A STUDY ON THE ACADEMIC ACHIEVEMENT OF THE
SURJAPURI STUDENTS IN RELATION TO THEIR
SOCIAL SUPPORT AND ACHIEVEMENT MOTIVATION**

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CHAPTER-VI

CONCLUSION AND EDUCATIONAL IMPLICATIONS

6.1.0. Introduction

The conclusion chapter convincingly summarizes the thesis's findings. It includes an overview of the study, its rationale, a summary of the main findings, educational implications, research limitations and methodology limitations, and recommendations for future research.

6.2.0. Overview of the study

Education is a complex and multifaceted means that plays an invaluable part in individuals' and communities' advancement and progress. It promotes personal development by providing individuals with the necessary skills and knowledge, encourages social unity and inclusiveness, stimulates economic success, and fosters cultural heritage and knowledge. Countries may guarantee long-term progress and a thriving future for their population by allocating resources towards high-quality education. Attaining high academic achievements is essential for gaining admission to esteemed colleges and courses and is a highly valued standard for students in today's competitive environment (Al-Zoubi & Younes, 2015). Teachers and administrators endeavor to establish a conducive atmosphere that fosters high academic standards, recognizing the significance of children's scholastic achievements for their future opportunities and holistic growth. The education system is centered on academic achievement, with parents and schools having high expectations for kids' success since they believe it paves the way for a more promising future. Academic achievement is impacted by many elements, such as students' ambitions, motivation, and the level of support they receive from their surroundings.

Gaining insight into the factors that impact students' academic achievement is vital for improving academic outcomes. Academic achievement is a crucial measure of learning and the overall success of educational institutions. It indicates successful educational programs and policies (Rahmani, 2011). Social support and achievement motivation significantly influence students' academic achievement (Sharma, 2018). Social support from family, friends, and teachers creates a conducive learning environment, promoting children's involvement and resilience, ultimately resulting in improved academic achievement (Moreira & Lee, 2020). Students with achievement

motivation are motivated to establish objectives, dedicate effort, and utilize effective learning methods, which are essential for academic success (Amrai et al., 2011). Thus, both achievement motivation and social support play an influential role in affecting academic achievement.

6.3.0. Rationale of the study

Cognitive factors such as intelligence, memory, and processing skills are crucial in determining a student's future. However, non-cognitive factors such as motivation, emotion, and educational environment also significantly impact a student's learning outcomes. Among these non-cognitive factors, motivation is essential. Adaptive behaviors, such as paying attention in the classroom, organizing learning information, planning learning activities, and setting educational goals, all contribute to improved academic achievement. The learning environment is a non-cognitive factor that not only has an impact on the student's learning in a direct manner but also on the student's learning in a more indirect manner. Students interested in achieving mastery goals strive to acquire new skills, acquire knowledge, and achieve mastery while growing their competencies.

Conversely, students interested in pursuing performance approach goals want to demonstrate their competence and obtain social recognition by performing better than their peers. According to Jiang, Song, Lee, and Bong (2014), accomplishment goals function as a schema that affects the feelings, cognitive processes, and behavioral consequences students experience while in a specific achievement state. Numerous research studies have established a connection between the active involvement of parents in their children's academic motivation and the improvement of their children's educational development. Even though parents might not be directly involved or aid with a particular area of knowledge or ability, they might nevertheless play a significant role in fostering a sense of competence in their children, as well as in cultivating a positive attitude toward academics and controlling their children's behavior. Family members significantly impact various school results, contributing to children's development and maintaining good motivation. There is a correlation between parents with high expectations for their children and trust in their children's capabilities and abilities. In this context, parents who do this expose their children to new experiences and foster their children's curiosity, consistency, and creativity, all of which may contribute to the development of academic motivation in their children. In

addition, it was discovered that several elements make it difficult for parents to provide support for their children. These elements include the fact that some parents are battling with stress, time constraints, a lack of reactions, or even being unfamiliar with the role that they are about to play.

Over the past few decades, several school reform movements have been initiated to reduce the achievement gap between students from high-income families and low-income families, as well as between students from disadvantaged and advantaged communities who come from different racial and ethnic backgrounds and even between students with and without disabilities. This gap is present from the very beginning when the children begin their schooling, and it continues to exist with children on a class-by-class basis, as seen by the student's success on the academic tests they take. Many studies have also been carried out on the achievement gap between societies that are socioeconomically privileged and those that are disadvantaged. A significant achievement gap exists between individuals regarding their cognitive and non-cognitive talents, also called soft skills. These soft skills are of utmost importance when achieving success in school life. There is a significant gap in the cognitive and non-cognitive abilities of pupils who come from disadvantaged backgrounds and those who come from advantaged families when they first begin school. This fact does not imply that students who come from poor societies have a lack of educational motivation and a skill gap; instead, it is the case that students from such societies do not have access to good opportunities, and even their parents may not provide an environment that is conducive to education.

Several schemes and programs have been initiated to assist students from socioeconomically disadvantaged backgrounds with low academic achievement. These schemes and programs have narrowed the achievement gap (Center on Education Policy, 2012). Children are distinct from one another in a variety of ways, and no one in our society should be left behind when it comes to being marginalized, lagging for anything, or being excluded from the typical peer group based on their differences. Children who come from disadvantaged backgrounds require assistance and a wide range of opportunities to be able to integrate with the children who come from households with higher incomes (Kumari, 2020). As most research is focused on the children's primary educational achievement, it is evident that secondary education requires more attention from the parents (Omar et al., 2017). In our society, parents

only focus on early childhood education or their children's achievement in primary education. They ignore their children's secondary or higher education. Because only a few studies are available, the Surjapuri community is considered one of the disadvantaged communities in both Bihar and West Bengal.

Furthermore, the available studies focus solely on the socioeconomic backwardness of the community rather than the educational backwardness of the community at large. While conducting a literature analysis of the accessible studies in the community, the researcher discovered a significant gap in the currently available studies. Therefore, the researcher decided on the area of studies related to the student's academic achievement, social support available for them, and their achievement motivation.

6.4.0. Statement of the problem

The present study focuses on the Surjapuri students, a distinct ethnic group with unique sociocultural traits, and how their motivation for achievement and social support relate to students' achievement in school. Research focusing on Surjapuri students is scarce despite the increasing recognition of the significance of achievement motivation and social support in educational outcomes. These students may encounter specific socioeconomic and cultural obstacles that affect their academic achievement. This study examines the impact of various types of social support, including family, peers, and community, as well as the students' individual motivation levels, on their academic achievement. Therefore, the present study has been entitled: *“A Study on the Academic Achievement of the Surjapuri Students in Relation to their Social Support and Achievement Motivation”*

6.5.0. Objectives of the study

1. To identify the level of academic achievement among class Xth Surjapuri students.
2. To assess the level of social support available among class Xth Surjapuri students.
3. To analyze the level of achievement motivation among class Xth Surjapuri students.
4. To find out the relationship between academic achievement and social support for class Xth Surjapuri students.

5. To investigate the relationship between academic achievement and achievement motivation of class Xth Surjapuri students.
6. To examine the relationship between social support and achievement motivation of class Xth Surjapuri students.

6.6.0. Hypotheses of the study

The hypotheses of the study are:

H₀1. There is no significant difference among Surjapuri students in their level of academic achievement in relation to their place of residence.

H₀2. There is no significant difference among Surjapuri students in terms of their level of academic achievement in relation to their gender.

H₀3. There is no significant difference among Surjapuri students in terms of their level of academic achievement in relation to their socio-economic status.

H₀4. There is no significant difference among Surjapuri students in their level of available social support in relation to their place of residence.

H₀5. There is no significant difference among Surjapuri students in their level of available social support in relation to their gender.

H₀6. There is no significant difference among Surjapuri students in their level of available social support in relation to their socio-economic status.

H₀7. There is no significant difference among Surjapuri students in their level of achievement motivation in relation to their place of residence.

H₀8. There is no significant difference among Surjapuri students in their level of achievement motivation in relation to their gender.

H₀9. There is no significant difference among Surjapuri students in their level of achievement motivation in relation to their socio-economic status.

H₀10. There is no significant relationship between academic achievement and social support for Surjapuri students.

H₀11. There is no significant relationship between academic achievement and achievement motivation of Surjapuri students.

H₀12. There is no significant relationship between social support and achievement motivation of Surjapuri students.

6.7.0. Operational definition of the terms

Academic achievement: Academic achievement is the performance outcome that shows the extent to which a person has accomplished educational goals. In this study, academic achievement refers to the student's achievement/ performance in the Xth class final exams.

Surjapuri Students: Students from the Surjapuri community study in class Xth in Kishanganj district.

Social Support: In general, social support is the process of receiving, feeling, and providing aid to each other through the social network. This study refers to the instrumental, informational, emotional, and appraisal support provided to the students by three possible sources: parents, teachers, and friends.

Achievement Motivation: In general, achievement motivation is the desire to accomplish complex tasks and to excel. In this study, achievement motivation refers to students' desire to succeed in school and co-curricular activities.

6.8.0. Research methodology

A descriptive survey method, which is a quantitative approach, is used to accomplish the objectives of the study. The population comprises all Surjapuri students in class Xth in Kishanganj district, totaling 16015. The sample size is calculated using the Taro Yamane formula, yielding a minimum sample of 1455, increasing to 1602 to account for non-responses during field surveys. The researcher used proportionate stratified random sampling, stratifying the population into the place of residence, gender, and socioeconomic status. The study employed two primary tools for data collection: a self-constructed Social Support Assessment Scale and the Deo-Mohan Achievement Motivation (n-Ach) Scale and Class X board results for assessing the student's academic achievement. The collected data has been evaluated using various statistical techniques such as descriptive statistics, frequency tables, graphs, t-tests, and Pearson's correlation coefficient.

6.9.0. Summary of findings

Finding related to objective 1:

1. Approximately 30.89% (N = 495) of Surjapuri students demonstrate average academic achievement.
2. The percentage of students with high (30.08%), average (30.89%), and low (29.83%) academic achievement levels is only slightly varied.
3. A notable difference is observed among Surjapuri students in the low-achievement category (29.83%) and the below-low-level achievement category (9.17%).
4. It has been found that urban students (33.85%) have a higher level of academic achievement compared to rural students (26.74%). However, rural students (32.26%) have a higher percentage of average academic achievement than urban students (26.61%).
5. A higher percentage of male students (39.65%) achieve high levels of academic achievement compared to female students (22.73%). Conversely, a higher percentage of female students (32.56%) achieve average academic achievement than male students (28.73%).
6. APL students (30.34%) have a slightly higher percentage of high academic achievement than BPL students (29.97%), while BPL students (31.77%) have a higher percentage of average academic achievement than APL students (28.92%).
7. The study found no statistically significant difference in academic achievement between urban and rural Surjapuri students. The *t*-value of 0.972 (*df* = 1600) and a *p*-value of 0.33 depict that the difference in academic achievement based on their place of residence is insignificant at the 5% significance level.
8. The study found a statistically significant difference in the level of academic achievement between male and female Surjapuri students, with males scoring higher than females. The *t*-value of 7.98 (*df* = 1600) and a

p-value of 0.00 depict that the difference in academic achievement based on gender is significant at the 5% significance level.

9. The study found no statistically significant difference in the level of academic achievement between the APL and BPL categories of Surjapuri students. The *t*-value of 0.68 (*df* = 1600) and a *p*-value of 0.49 depict that the difference in academic achievement based on socioeconomic status is insignificant at the 5% significance level.

Finding related to objective 2:

1. 37.14% of the Surjapuri students have an average level of social support, 25.47% fall into the below-average category, and 16.85% possess an above-average level of social support.
2. Based on area of residence, urban students generally receive significantly higher levels of social support than rural students. A significant proportion of urban students (66.67%) fall into high (26.87%), above average (26.36%), and average (25.84%) levels of social support, while rural students predominantly fall into the average (40.74%) and below average (31.36%) levels of social support.
3. Based on gender, male students generally receive higher levels of social support than female students. A large number of male students fall into above-average (27.16%) and average (44.68%) levels of social support, while female students predominantly fall into average (31.35%) and below-average (36.75%) levels of social support.
4. Based on socioeconomic status, students with APL backgrounds generally receive higher levels of social support than their BPL counterparts. A majority of APL students fall into above-average (28.72%) and average (34.42%) levels of social support, whereas BPL students belong to average (11.61%) and below-average (31.77%) levels of social support.
5. Interestingly, no urban, male, and APL Surjapuri students have extremely low social support. However, a notable percentage of rural (1.64%), female (2.10%), and BPL (1.80%) students do possess an extremely low level of social support.

6. The study found a statistically significant difference in the level of social support between urban and rural Surjapuri students, with urban students having significantly higher mean scores than their rural counterparts. The t-value of 24.97 (df = 1600) and a p-value of 0.00 depict that the difference in the level of social support based on their place of residence is significant at the 5% significance level.
7. The study found a statistically significant difference in the level of social support between male and female Surjapuri students, with males scoring higher than females. The t-value of 16.56 (df = 1600) and a p-value of 0.00 depict that the difference in the level of social support based on gender is significant at the 5% significance level.
8. The study found a statistically significant difference in the level of social support between APL and BPL categories of Surjapuri students, with APL students having significantly higher mean scores than BPL students. The t-value of 18.19 (df = 1600) and a p-value of 0.00 depict that the difference in the level of social support based on socioeconomic status is significant at the 5% significance level.

Finding related to objective 3:

1. 37.58% of the Surjapuri students have an average level of achievement motivation, followed by 22.47% who fall into the below-average category, and 18.66% possess an above-average level of achievement motivation.
2. Based on area of residence, urban students have higher levels of achievement motivation than their rural counterparts. A significant proportion of urban students fall into high (39.53%), above average (19.90%), and average (19.64%) levels of achievement motivation, while rural students predominantly fall into the above average (18.60%), average (36.63%) and below average (22.30%) levels of achievement motivation.
3. Based on gender, male students have higher levels of achievement motivation than female students. Many male students fall into the above-average (23.42%) and average (39.65%) levels of achievement motivation. In comparison, female students predominantly fall into the average

(42.71%), below-average (25.39%), and low (6.51%) levels of achievement motivation.

4. Based on socioeconomic status, APL background students have higher levels of achievement motivation than BPL students. A majority of APL students fall into high (18.74%), above average (36.87%), and average (25.66%) levels of achievement motivation. In contrast, BPL students belong to above-average (19.26%), average (38.44%), and below-average (21.87%) levels of achievement motivation.
5. The study found a statistically significant difference in the level of achievement motivation between urban and rural Surjapuri students, with urban students having significantly higher mean scores than their rural counterparts. The t -value of 23.79 ($df = 1600$) and a p -value of 0.00 depict that the difference in the level of achievement motivation based on their place of residence is significant at the 5% significance level.
6. The study found a statistically significant difference in the level of achievement motivation between male and female Surjapuri students, with males scoring higher than females. The t -value of 17.04 ($df = 1600$) and a p -value of 0.00 depict that the difference in the level of achievement motivation based on gender is significant at the 5% significance level.
7. The study found a statistically significant difference in the level of achievement motivation between Surjapuri students in the APL and BPL categories, with APL students having significantly higher mean scores than BPL students. The t -value of 18.11 ($df = 1600$) and a p -value of 0.00 depict that the difference in the level of achievement motivation based on socioeconomic status is significant at the 5% significance level.

Finding related to objective 4: There is a moderately significant positive correlation between social support and academic achievement ($r = 0.406$, $p = .000$), which implies that an increase in social support is associated with an increase in academic achievement.

Finding related to objective 5: There is a moderately significant positive correlation between achievement motivation and academic achievement ($r = .0.513$, $p = .000$).

This implies that an increase in achievement motivation is associated with an increase in academic achievement.

Finding related to objective 6: There is a moderately significant positive correlation between social support and achievement motivation ($r = 0.636$, $p = .000$), which implies that increased social support is associated with increased achievement motivation.

6.10.0. Limitation of the study

1. Students from private schools were excluded, which could affect the results obtained.
2. Most participants were from middle-class and BPL backgrounds, which is a significant characteristic in studies examining the correlation between students' perceptions of social support and their academic achievement.
3. Though suitable for this sample, the measure employed to evaluate academic achievement based on board results differs from the most frequent way to investigate this variable in other contexts (grade point averages).
4. Most participants were from rural areas, which could be seen as an unrepresented proportion.

6.11.0. Educational implications

This study has generated several implications for students, teachers, and educational administrators. It should be noted that the ideas presented here are by no means exhaustive. They are, however, intended to stimulate thinking on how the insights from this study might impact students, teachers, and educational administrators comprehensively. Several implications are discussed below:

Parents, Teachers, and Educational Administrators:

- a. The study would help parents, teachers, and educational administrators identify students' weaknesses and motivate them to overcome them.
- b. The study would help parents, teachers, and educational administrators understand the kind and extent of social support students need so that they can adequately provide it.

- c. The study may provide greater insight to parents, teachers, educational administrators, and other stakeholders in education so that they can better plan to support students.
- d. The study would help parents, teachers, and educational administrators identify the more intense dimensions of social support that students need.
- e. The present study would be helpful for parents, teachers, and educational administrators to know the level of academic achievement and the difference in relation to gender, area of residence, and socioeconomic status among Surjapuri students.
- f. The results of the present study would help parents, teachers, and educational administrators understand the current situation of student achievement motivation.
- g. The present study would help parents, teachers, and educational administrators provide balanced support to rural/urban and male/female students to improve their academic achievement.
- h. The results of the present study would help teachers and educational administrators organize different programs, workshops, seminars, etc., to motivate students at the secondary level.
- i. The study's results help educational administrators make rules that encourage a supportive school environment and help students do well. Promoting good relationships between teachers and students, peer collaboration, and parental participation can improve students' social support networks.
- j. This research has the potential to shed light on how social support networks affect students' performance in the classroom. The best way for teachers to help Surjapuri students succeed academically is to determine what social support they receive and where they come from.
- k. The results of this research would assist educational administrators in organizing gender sensitization programs in schools and communities. These programs would address and overcome traditional gender norms and emphasize the significance of education for both male and female students.

1. Educational administrators and policymakers should strongly emphasize the need to offer support mechanisms, such as scholarships, mentorship programs, and extracurricular academic support, to help girls and students in the BPL group attain higher academic levels.

Department of Education:

- a. The study provides valuable insights into the academic achievement levels of Surjapuri students. This data would guide the department in tailoring interventions, resources, and support systems to meet the specific needs of these students.
- b. By highlighting the disparities in academic achievement, social support, and achievement motivation based on gender and socioeconomic status, the study would encourage the department to focus on equitable policies and practices to minimize these gaps.
- c. The findings emphasize the difference in outcomes between urban and rural students. This would allow the department to design targeted programs for rural schools, addressing unique challenges like limited resources and social support.
- d. The study contributes to the academic literature specific to marginalized communities like the Surjapuris, which could help the department to make evidence-based decisions regarding curriculum design, teacher training, and community engagement.

Contribution to Research

- a. The study addresses the educational outcomes of Surjapuri students, a relatively under-researched community. It would add to the limited body of knowledge on the intersection of social support, motivation, and achievement in minority groups.
- b. The methodology and findings offer a framework for similar studies in other marginalized communities, encouraging comparative analyses and further exploration of the role of contextual factors in education.
- c. By linking social support and achievement motivation with academic success, the study would highlight the importance of socio-emotional factors, paving the way for research on holistic educational practices.

- d. The study could serve as a model for policy-oriented educational research, demonstrating how empirical findings can directly inform policies and practices to address systemic issues in education. The moderately positive correlation between social support and academic achievement suggests that fostering strong social networks is critical. Therefore, policies should promote parental involvement, community-based mentoring, and peer support programs in schools.
- e. Given that male students perform better academically and in terms of achievement motivation, policies must emphasize gender-sensitive approaches to empower female students through scholarships, mentorship programs, and access to role models.
- f. Achievement motivation is positively correlated with academic achievement and calls for integrating motivational strategies into teaching practices, such as goal-setting workshops, rewards for academic performance, and career guidance programs.
- g. The lower academic achievement and social support levels among BPL students suggest a need for stronger socio-economic inclusion measures, such as free learning resources, and scholarships for underprivileged students.

6.12.0. Suggestions for further research

Research in any field of human knowledge is an unending process, and solutions to each problem must be found. Considering the results and experiences gained by the researcher in conducting the present study, the following suggestions are made for further research.

- a. Studies can be conducted at all levels of education, including elementary, higher secondary, graduation, and post-graduation, to determine students' academic achievement, social support, and achievement motivation.
- b. Studies may be conducted on students belonging to different categories, i.e., general category, schedule caste, schedule tribe, and other weaker sections, to know their level of academic achievement, social support, and achievement motivation.
- c. The present study is confined to some government-managed schools in the Kishanaganj districts of Bihar. Further studies may be conducted on a large

sample covering all the state districts to determine academic achievement, social support, and achievement motivation.

- d. In the present study, the researcher has sampled only directly related students to secondary school, and it is suggested that further study should include the persons indirectly related to the school education system, like parents, guardians, and administrators, to know their support to the students.
- e. A comparative study of different state and central secondary school education boards may be conducted to determine the level of academic achievement, social support, and achievement motivation.
- f. A study may determine academic achievement, social support, and achievement motivation, covering variables like religion, professional and traditional courses, technical education, etc.

6.13.0. Conclusion

In the present study, the researcher found that most Surjapuri students showed average academic achievement. The researcher found no significant difference in relation to their area of residence (rural and urban) and socioeconomic status (APL and BPL). However, a significant difference was marked in relation to their gender. Concerning the level of social support available for the Surjapuri students, it was found that most students have an average level of social support, followed by below-average and above-average levels of social support. It was also found that there is a significant difference in the level of social support in relation to their area of residence, gender, and socioeconomic status. The study sample showed that most students have average achievement motivation. The students differ significantly in achievement motivation with respect to their area of residence, gender, and socioeconomic status. The researcher found a positive correlation between academic achievement, achievement motivation, and social support. From the interpretation of the results, it can be concluded that an increase in achievement motivation will increase the level of academic achievement; an increase in social support will also increase the academic achievement level, and in the same way, an increase in social support will increase the level of achievement motivation.

In conclusion, the study highlights the interconnection of academic achievement, social support, and achievement motivation among students within the Surjapuri community. The findings emphasize the importance of fostering supportive environments and cultivating motivation to enhance educational outcomes.