

ABSTRACT

A student's academic life has profound implications for personal growth and development. Academic achievement, as the cornerstone of the educational process, is not just about marks or scores. It is about cumulative educational efforts focused on students, leading to valuable jobs, personal fulfillment, and social recognition. It is the bedrock of education and development and a pillar of educational growth. All stakeholders, including curriculum developers, policymakers, teachers, and students, work together to enhance teaching-learning and achieve high academic standards, underscoring its importance in shaping future opportunities.

The world changes tremendously as the 21st century progresses, and everyone strives for excellence. Because it lays the groundwork for their future aspirations and personal growth. Academic achievement is of the utmost significance, especially for students enrolled in secondary education. Achieving high academic success during secondary education is necessary to be accepted into top institutions and universities for further studies. Therefore, the need for careful attention to a significant issue of academic achievement at the level of school education is urgent.

Academic performance is a multifaceted phenomenon influenced by various factors, including achievement motivation and social support. Prior research has extensively demonstrated the correlation between achievement motivation and social support with academic achievement (Erhuvwu & Adeyemi, 2019; Saeed et al., 2023; Li et al., 2018; Wen & Li, 2022). Achievement motivation refers to an individual's strong desire to succeed and excel in tasks, specifically in educational settings. Psychologists assert that motivation strongly influences acquiring new knowledge, abilities, competencies, and behavioral strategies. Furthermore, academic motivation is considered a key determinant of academic success.

Social support refers to providing emotional, appraisal, informational, and instrumental assistance by individuals such as family members, friends, teachers, and peers. It is crucial in influencing students' academic experiences and results. When students can clearly state their goals, work harder, apply effective study techniques, and demonstrate strong self-control, they are more likely to be motivated. These behaviors and attitudes enhance their learning experience, leading to more

extraordinary academic achievement. Students with strong social support networks find it easier to integrate into their schools' academic environments. This integration, in turn, significantly improves their academic achievement by promoting inclusion, offering essential support, and boosting their ability to overcome academic challenges. According to Lin, Hu, Chen, and Zhu (2023), social support enhances students' resilience by offering them tangible assistance and resources to cope with the pressures of their academic pursuits. This, in turn, strengthens their motivation to overcome challenges. This form of support fosters a feeling of value and confidence in individuals, maintaining their innate drive and increasing their dedication to their academic goals. Hence, it is essential to understand the correlation between social support and achievement motivation in determining a student's academic achievement. The present research aims to examine the correlation between the academic achievements of Surjapuri students and their levels of social support and achievement motivation.

In the **first** chapter, the researcher provides a detailed study background, starting with an introduction to academic achievement, achievement motivation, and social support of the students. The chapter provides a concise overview of the Surjapuri community, a predominantly rural community in the Kishanganj district of Bihar, and the conceptual framework of the present research. It is followed by the rationale of the study, a statement of the problem, its objectives, hypotheses, operational definitions, and the delimitations of the present study.

The **second** chapter aims to provide an in-depth review of the existing literature on the variables that primarily affect students' academic achievement in India and other countries, specifically focusing on achievement motivation and social support. The chapter concludes by explaining the research gaps in existing literature.

The **third** chapter of the study discusses the methodologies specifically developed for the investigation. The study employs the descriptive survey method. The data was collected from 1602 Surjapuri students enrolled in class Xth in the Kishanganj district of Bihar. The data was gathered using three specific scales, namely the Social Support Assessment Scale, the Deo-Mohan Achievement Motivation (n-Ach) Scale, and the Academic Achievement Scores from the class Xth board examination administered by the Bihar School Examination Board (BSEB) in Patna. This chapter

provides a detailed explanation of the developed tools and outlines the data collection process. The data was analyzed using appropriate statistical procedures to evaluate the hypotheses proposed in this study, and the results were interpreted to conclude.

The **fourth** chapter of the thesis focuses on analyzing and interpreting the research data. The study found that most of the Surjapuri students demonstrate an average level of academic achievement, achievement motivation, and social support. The study found no statistically significant difference in academic achievement based on area of residence and socio-economic status. However, the study found a statistically significant difference in the level of academic achievement based on gender. The study also revealed a statistically significant difference in the level of social support and achievement motivation between urban and rural Surjapuri students, male and female Surjapuri students, and between APL and BPL categories of Surjapuri students. The study discovers a moderately significant positive correlation between social support and academic achievement, achievement motivation and academic achievement, and between social support and achievement motivation.

The **fifth** chapter interprets and discusses the findings in light of existing literature. This chapter highlights objective findings and explains the study's findings in relation to previous studies, emphasizing the potential impact of these findings on the Surjapuri community.

Lastly, the **sixth** chapter summarizes the study and major findings, followed by educational implications, suggestions for further research, and concluding remarks, including potential areas for future research based on the study's findings.

Keywords: Academic achievement, Achievement motivation, Social support, Surjapuri students