

# **CHAPTER-I**

## **INTRODUCTION**

### **1.1.0. Introduction**

Education is the most influential tool for nurturing personal social, economic, and cultural development (OECD, 2018; Farswan, 2023). In the contemporary society that we live in, it is an essential requirement that makes a significant contribution to the economic well-being of the nation and considerably improves individuals' lives. A quality education moulds individuals into people who can think critically, make their own decisions, work effectively in their chosen fields, and contribute positively to society. A quality education not only improves student achievement but also expands employment prospects, boosts self-motivation, and increases adaptability, contributing to the all-round development of personality (Ministry of Human Resource Development, 2020). In the modern era's fast-paced and highly competitive landscape, attaining exceptional academic achievement is crucial for securing admission to esteemed programs. It has become a universally anticipated student standard (Al-Zoubi & Younes, 2015). In school settings, pupils must achieve high academic standards, which can lead to substantial satisfaction and obstacles. Our society has a common expectation that every student must achieve excellent academic results. A child's scholastic or academic achievement is the leading indicator of their talents and potential. Recognizing the importance of students' academic achievement to their future possibilities and general growth, every member of the educational institutions, including teachers, principals, and other administrators, works relentlessly to foster an environment that encourages high academic standards.

### **1.2.0. Academic achievement: An indicator of academic success**

Academic achievement refers to the student's educational performance in learning activities (Nyicyor et al., 2016). Academic achievement comprises two words, i.e., academy and achievement. 'Academy' refers to an institution or school where a particular type of training or instruction is given in a specific manner, and the term 'achievement' refers to the accomplishment and successful performance of a task by a person or group of persons in the social environment. Academic achievement can be assessed in various forms, such as GPA (Grade Point Average), students' scores in school examinations, etc. Students' academic achievement or performance enhances

the feeling of self-confidence and self-respect, which helps them better adjust to the group (Sharma, 2018). The whole education system revolves around the academic performance of the students. The student's academic performance level measures the success and failure of any student, group, or educational institution. Parents and educational institutions have high expectations of the student's academic performance because they firmly believe it may lead to a good life and future security. Academic performance is the knowledge gained and credit score assigned by the teachers. In an academic context, academic performance refers to the educational motives achieved by teachers, students, and educational institutions above a certain level. It is calculated by adding the marks in the continuous assessment and final exams. The motive for getting more academic marks may differ from person to person or even from person to organization. Learning results are called academic performance (Abdullah & Singh, 2019). In the educational context, academic achievement is the acquisition of cognitive, affective, and psychomotor domain-related changes in human behavior. Academic achievement is the student's achievement in the subjects under study (Sharma, 2018). Academic achievement is a necessary aspect of school students' lives, and achievement is emphasized from the initial stage of formal education up to higher education. Academic achievement is influenced by numerous factors, not just a single factor. The achievement of a student depends on a list of criteria. An important factor is the student's aspiration for success and high performance, sometimes called achievement motivation. In education, achievement motivation refers to the active pursuit of excellence. Motivation is the essence of education. This motivation compels students to participate in their studies actively, transcend barriers, and stay focused regardless of the challenges, resulting in increased academic achievement.

### **1.2.1. Determining factors of academic achievement**

Many studies were conducted to explain the variables and factors responsible for students' academic success and failure. Most studies found that the instruction-related variables are information, feedback, social interaction, training, co-curricular activities, etc. In addition, student-related factors such as intelligence, educational experiences, and motivation are also responsible for enhancing academic achievement. Academic achievement results from socioeconomic and psychological factors that help for the better development of the students (Gilar-Corbi et al., 2020).

Studies revealed that the student's socioeconomic status profoundly affected their academic achievement, and the effect was very positive. Students from downtrodden families may have lower academic achievement than well-to-do families (Fang et al., 2020). Achievement motivation is also an important determinant of academic attainment because it energizes and directs human behavior toward achievement (Steinmayr et al., 2019). It is a facilitating factor in academic achievement, Smitha & Praveen (2018) in their studies pointed out the following factors that affect the academic achievement of secondary school students.

**Home-related factors:** A home is where the parents and other family members lay down a child's learning foundation. The educationally conducive home environment determines the student's academic achievement. The parents are the first-hand educators of their children in shaping their behavior, motivation, and character-building at home. Their educational level, occupation, family income, social status, and family size profoundly affect their children's academic performance. Parents are more concerned about their children's academic achievement because a student's future largely depends on his/ her academic success. The home environment with high emotional attachment to the children is also a key factor for their academic gain to the maximum extent (Nasir et al., 2017).

**Students-related factors:** Students are the key stakeholders in the teaching-learning process and the education system of any society. Their study-related time and its management, achievement motivation, attitude toward learning, and behavior are crucial factors affecting their academic achievement (Suleiman, 2023). The students' competency to understand the transacted materials determines their academic achievement. Students' time devoted to education is also crucial for academic success. Researchers suggested that the cognitive factor of intelligence is not the only factor influencing a student's academic success; the other non-cognitive factors are also pertinent (Kumar & Tankha, 2020).

**Teacher-related factors:** It is a common belief that a student's life entirely depends on what the teachers teach them because a good teacher draws out their inner abilities through the teaching-learning process. Teachers encourage them to achieve better achievement. Teachers have an imperative role to have a big impact on the student's academic achievement because they have the authority to conduct the classroom and transact the learning materials among the students. Students spend most of their time with the teachers, so the teachers have a high impact on their academic performance

through innovative teaching techniques, advice, and regular monitoring of their learning levels. The competency of a teacher and his/her subject knowledge and behavior with the students also influence the student's academic performance. If the teachers are well equipped with the latest technical training, are well informed, and use effective teaching methods, it will positively affect students' academic achievement.

**School-related factors:** A school environment may affect academic achievement in many ways because it directly or indirectly influences the teaching-learning process by involving parents and other educational stakeholders in school activities. Schools with good teaching-learning environments are vital in shaping students' social behavior and educational outcomes. The school environment is maintained by the teachers, students, and employees, and their behavior is based on its educational history and tradition. School infrastructure, which includes a classroom, well-equipped laboratory, library, computer lab with internet facility, playground, common room, and toilet for male and female students, ensures the availability of learning facilities for the students to enhance their learning outcomes. The school organizes several co-curricular activities, and it has been observed that the student's participation in these activities influences their academic performance. There should be well-arranged curricular and co-curricular activities to enhance learners' learning process for acquiring knowledge and skills. The researchers found that regular student participation results in sound academic output (Bala & Shafiu, 2016).

**Socio-economic factors:** It was noticed that students of high socio-economic status perform better in academics than those of low socio-economic status. However, students from low-income families work hard and perform better than high-income families (Suleiman, 2023). Rote memory culture and memory-based evaluation systems adversely affect the student's learning process and academic performance (Suleiman, 2023).

### **1.2.2. How to measure the academic achievement?**

The evaluation system is a permanent and unavoidable component of the learning process. Through this process, one can know the level of learning, understanding, and comprehension of the subject matter taught. Tests, grades, grade points, averages, marks, and certificates are standard measures of knowledge gained in a formal education system (Bala & Shafiu, 2016). For learning measurement of a student,

assessment is performed in a very systematic and technical manner because the assessment is not only done to know the level of academic improvement of a student but also to evaluate the teaching techniques, transaction of learning materials, and information among the students for their better academic performance. It also helps in the advancement and improvement of the education system. From the beginning, the examination has been the means of judging the learners' ability and has also been used for the selection of higher education institutions for admission or even jobs. Every year, many students take an examination for class X<sup>th</sup>, and though all students follow the same syllabus and examination system in the same educational setting but still differ in their academic performance (Soni, 2013). It is a crucial aspect of the teaching-learning process through which the teachers evaluate how the learners learned the course material to attain the educational goal. A student's assessment of academic progress is a continuous process. It helps collect feedback from the learners through marks, grades, percentages, etc. Based on this feedback, the teachers try to improve the students' learning accordingly. The main motive of assessment is to stimulate and encourage the students and not only to give a tag of marks, grades, and divisions. The assessment should be planned and designed in a very systematic way. An assessment must have reliability, validity, usability, and transparency (Kamara & Dadhabhai, 2022). It has to play a vital role in enhancing the learners' learning and is used as a fundamental and systematic approach to knowing their progress, improvement, and development. It also plays a significant role in determining the student's academic level in their course of study and helps improve and maintain the quality of education inside the educational institutions. So, the assessment is very important for educators, learners, and institutions.

**Formative assessment:** Conducting a formative assessment is an ongoing process during the whole course of study, as it is employed to know the students' learning outcome, so it is also referred to as the educational assessment. It is a form of assessment for educators to survey and collect information about themselves. It can be used to modify and adjust the teaching method and techniques to improve the student's academic outcomes. In education, through the assessment process, the teachers get feedback about the student's progress rather than marking and grading the learners' performance. This may be conducted through oral questions, quizzes, project work, etc. This assessment is also conducted to determine whether the learners understand the course taught before administering the summative assessment.

**Summative assessment:** This assessment is conducted at the end of the academic session. In academics, it aims to provide the final marks or grades to the learners or trainees. The summative assessment is conducted to assess the overall course of study and determine what the learners have learned and their level of understanding of the course. Normally, this assessment classifies the students into fail and pass first, second, and third division, that's why it is also known as the final assessment.

In the educational context, formative and summative assessments are commonly known as assessments for learning and assessments of learning. Teachers conduct formative assessments to monitor the student's learning progress and improve the curriculum. Summative assessments evaluate the student's learning at the end of the course of study, and the report card is given to the students, school, parents, and educational administrators.

### **1.3.0. Social support: A fundamental requirement for an individual and social life**

Social support is a social network that includes social resources and assets organized in an informal way that helps the person in need. It infers a group of materials and enthusiastic support from society. Generally, people depend for help on those who are very close, available, and accessible, or the dependants get respect from such persons in society (Abdullah & Singh, 2019). Social support attracts researchers from different disciplines of study, which proposed several heterogeneous definitions of high quality. There are several definitions of social support, which can be categorized according to the dimensions of social assistance: socially embedded is the relationship of persons in a social environment, making the social network, which is considered the infrastructure of social support. Social support is essential in enhancing the student's academic achievement and learning emotional exhaustion (Li et al., 2018). It is widely believed to have a relationship with the sound development of an individual. For instance, social support from parents and peers reduces psychological stress and helps the individual's well-being (Ogbeide & Ugwu, 2016). Social support dramatically improves the quality of life and mental health by assisting people to get appreciated, accepted, and connected with the social network (Alsubaie et al., 2019). Social support develops a sense of trust, confidence level, safety, and security, which is essential in permitting the students to take risks, accept mistakes, ask for help, and learn. There is a consensus among social scientists that social support has a good

impact on adolescents' motivation and learning. Social science scholars especially believe that parents, teachers, and peers need independent socio-economic and emotional support contributions. These are the most important and major social agents providing support during adolescence (Song et al., 2015).

Social support influences individuals of various cultures with equivalent social networks differently. They also have different expectations of support. The nature of an individual's task may be affected by the nature of the achievement goal (Zothanzami, 2019).

Formal social support is an important beneficial factor in coping with youth problems. Some researchers observed that parents and teachers have little effect on adolescents when they shift from primary school to secondary school. However, they are significant sources of social support and impact their lives. Teachers do care about enhancing their students' achievement in school. Friends support teenagers in fulfilling their requirements and encourage them. Students with quality support from these sources are highly likely to improve school life. Every source of support, like parents, teachers, and peers, has a better effect on school achievement and engagement; it is also observed that each kind of social relationship is crucial in school life (Abdullah & Singh, 2019).

### **1.3.1. Various types of social support**

Broadly, social support is of two types, i.e., perceived social support and received social support. Lakey and Drew said that each kind of social support has features and different behaviors, differentiating commonness from other types of social support (China, 2015). Various types of social support have different advantages for individuals, and all types of social support are not alike in terms of benefits.

**Perceived social support:** The belief of an individual about the availability of aid when needed is referred to as perceived social support. It is a hypothetical aid or help from supporting others (Bai et al., 2018). It is also termed functional support, which refers to the assessment or appraisal of the extent of a relationship in the form of beneficial interaction or pattern of interaction (Srivastava & Pant, 2015). Perceived social support is essential for overcoming the risk of students' psychological problems, educational issues, and withdrawal from educational institutions (Tinajero et al., 2020).

**Received social support:** Received or enacted support is an individual's experience of having support during social interactions. Received social support is the real transfer of aid or advice (Bai et al., 2018). Assumed social network availability and satisfaction with received support are the critical dimensions for conceptualizing the term social support, and the strength of the social network is more critical than its largeness in number (Pany, 2014). Actual support is an essential factor that reduces the psychological stress of the students, resulting in a decrease in the rate of academic failure and withdrawal from school (Tinajero et al., 2020).

Received social support is objective, and perceived social support is subjective and basic for an individual's adjustment (Pany, 2014). Both types of social support depend on the individual's perception. Perceived social support is the hypothetical availability of help or aid, and received social support is the actual transfer of aid, advice, etc. Both types of social support depend on the individual's perceptions (Bai et al., 2018). Various studies show that perceived social support is more critical and enacted social support is less important; perceived social support varies depending on age group and culture (Nazari et al., 2020). In general perception, perceived social support refers to offering support in time of need and, on the contrary, receiving social support offered in time of need (Altermatt, 2019). Social support is generally classified into four types of behavior: Emotional, instrumental, informational, and appraisal (Rao & Subramanyam, 2019; Hamama & Ronen-Shenhav, 2012).

**Emotional support:** Support in the form of care, concern, and direct and indirect verbal and nonverbal expression. Listening to an individual's reassuring and comforting presence at a time of need, etc., all these supporting behaviors come under the emotional support category. Emotional support is a relationship and interaction in a social network in which the individual feels valued, appreciated, accepted, loved, and cared for in times of need, care, and distress (Hamama & Ronen-Shenhav, 2012).

**Informational support.** Giving information, advice, and guidance may be categorized as informative support. This also helps people understand and overcome difficult situations. It may increase an individual's controlling sense because it provides various options for their behavior. (Hamama & Ronen-Shenhav, 2012).

**Instrumental support.** Instrumental support is available to society in the form of tangible support or material aid, which reduces pressure (Hamama & Ronen-Shenhav, 2012). It increases a person's sense of control and managing circumstances with



available resources. It can also increase a person's dependence on others (Bai et al., 2018).

**Appraisal support** refers to affirmation and productive feedback. Social appraisal results in social comparison and reflective assessment.

### **1.3.2. Sources of social support**

There are two fundamental factors of social support: firstly, there is enough level of social support available, and secondly, the level of satisfaction with social support available in the social environment depends upon one's personality; the two elements of social support may differ from one another, some individuals may have the opinion that a large number of support providers can provide sufficient or satisfactory support and some may think that only one or a few support is enough for social support. Feeling easy and comfortable with the support recipient and the support providers may determine the largeness or number of support they believe necessary. Similarly, personality factors like self-esteem and feeling environment manipulation may influence satisfaction with the available support providers (Tezci et al., 2015). There has been a question in the mind of every concern in the field of social support that support from various sources is constant or has a degree of changes in the growing stages of life; in this context, with time, the level of support from parents and teachers decrease, but the level of support from classmates increases, in the family environment children get more support from mother than father and within school environment the students are getting more support from teachers in the same way a difference can be seen in the forms of support provided depending upon sources and need of support. Thus, support from parents is mainly emotional and instrumental, support from classmates is emotional, and informational support mainly comes from teachers (Hombrados-Mendieta et al., (2012).

Social support may come from various sources such as members of the family, peers, romantic partners, pets, colleagues, and societies, etc. generally, these sources of social support may be of two kinds, i.e., natural support, under this category, support from families and friends is kept, and another category is formal sources, under this category support from mental health specialists and other social organizations are kept (Akhoon, 2021). For the students, social support may come from parents, teachers, friends, and immediate neighbors or, broadly, from the social network the students

belong to. Social support may be seen in a tangible form or even in the form of emotions (Safree & Adawiah, 2011).

**Parents:** Parents' support is vital in influencing their children's achievement; various studies show that parents' support has a significant role in academics. Parents' support covers the intellectual side, such as guiding children with homework, discussing educational issues, and giving educational resources like books, computers, and other related materials. Some studies also revealed that parental support is effective in young periods of children, but when they grow up, it has no meaning for them. On the other hand, some studies also found that parental support is necessary at an early age of children and required in teenagers to guide them, deal with developmental tasks, and for their educational activities (UKEssays. November 2018).

**Teachers:** Teachers support the students in different forms, influencing their attitude and behavior, like support in the form of emotion, which is warm and encouraging. Instrumental support for students' learning like spending time with students and increasing their learning activities; when the students believe that the teachers provide tangible support, they concentrate on performing the task. Students who get more support from teachers show self-regulated learning. Support in social compassion, feedback, affirmation, or appraisal support also motivates the students to do well in learning. When teachers give feedback to the students about their learning performance and understanding of topics taught and give advice and suggestions in the form of informational support, they perform well in academics (Wong et al., 2019). When students receive instrumental support from their teachers, they do better in their assigned academic tasks and other activities (Strati et al., 2017).

**Peers:** At a young age, social support comes from family members only, but when the young get old or during adolescence, their social contacts expand, and their social network strengthens. During this period, children attend school and develop relationships with their teachers and friends. Social support develops a sense of trust, confidence level, safety, and security, which is vital in permitting students to take risks, accept mistakes, ask for help, and learn (UKEssays. November 2018). It is widely believed that teenagers are mainly getting peer support and that peer support is more critical in high school. During this risk period, students perceived support from primary sources, such as parents and teachers. Social support from informal sources of family members and friends is regarded as more trustworthy and reliable than other sources (Alsubaie et al., 2019). During the adolescence period, social support from

peers is very critical. The need for relatedness is fulfilled by their support and acceptance, which helps them develop a sense of satisfaction in school (Awang et al., 2014).

#### **1.4.0. Achievement motivation: A conceptual framework**

Achievement motivation is the desire of an individual to achieve some internalized standard of excellence in his/her performance. The term can best be understood by explaining achievement and motivation separately. The dictionary meaning of achievement is to "perform successfully," or simply achievement means performance (Nyicyor et al., 2016). It is a lifelong process (Navyashree, 2016), which is used as the measure of the attainment of set goals by an individual (Joy and Obiagaeri, 2019). Motivation has been defined in many ways. According to some scholars, motivation is the stimulus of actions toward a particular objective that has little or no attention previously (Ajay, 2016), or it simply refers to the drive to achieve targets and the process to balance the drive (Erhuvwu & Adeyemi, 2019). Factors influencing it are the environment, the internal conditions of a person, the goal of individual behavior, etc. (Sharma & Sharma, 2018).

Thus, achievement motivation is the expectation of satisfaction in doing difficult and challenging tasks, but in education, it refers to excellence (Singh, 2019). It is an acquired and learned tendency that can be enhanced by certain interventions (Baloria, 2018), it also refers as the "need for achievement," which is concerned with individual effort, aspirations, and persistence (Kariuki, 2017), but due to relatively permanent characteristic of personality it can be considered as a trait (Singh, 2020). In particular, achievement motivation is related to the instrumental aspect of human behavior, but in general, it also has strong relations with affective (feeling) and cognitive (preferences) aspects (Anamika, 2020). Achievement motivation is a multiple construct having the ability, self-concepts, task values, goals, and achievement motive (Steinmayr et al., 2019). A person's life satisfaction is closely connected with achievement motivation, and a person with high life satisfaction performs well in an educational setting (OECD, 2017). New generations attain success through the process of achievement motivation. A student requires high motivation to achieve in the field of education (Falikah et al., 2020). Achievement motivation can be fostered by proper training in a conducive atmosphere in a family, schools, and society. Timpe (1993) said that achievement motivation comes from within the individual and differs

from individual to individual. It can be stated that every person has a degree of motivation and is influenced by various factors at different levels. This internal phenomenon controls human motivation level (Lestariningsih, 2017). Mainly there are two sources of achievement motivation, i.e., internal and external; arousal of achievement motivation due to internal enjoyment in the given task itself is an example of an internal source; on the other hand, it is external when sparks from outside the person, like incentives, educational gifts, rewards of good academic grades or in the form of praise by teachers and parents, etc. (OECD, 2017). Achievement motivation from the source of the environment is derived from the attainment of approval from parents, teachers, and peers (Joy & Obiagaeri, 2019). Parents' high expectations are a significant factor in developing achievement motivation (Vel Murugan, 2018). Cultural and cognitive factors are also essential for developing achievement motivation (Ravikanth, 2013). Individuals' close emotional contact (like parents and peers) with the environment has a high impact on the development of individuals struggling with the attainment of achievement, and getting rewards, reinforcement, and support from parents and peers has better achievement motivation (Reski et al., 2018). Parents should be affectionate and emotionally attached to their children and listen to their problems, which need to be solved because their behavior greatly influences achievement motivation (Brar, 2018). Achievement motivation is a combined factor of desire for attainment and fear of failure. An individual's past experiences and his/her personality have a mixture of both components. Consequently, personal differences exist in the difficulty level of choosing a task. For instance, an individual with a high desire for attainment and a low fear of failure chooses realistic and difficult tasks. On the other hand, an individual with a low level of desire for attainment and a high level of fear of failure chooses a lower or very difficult task, which is not realistic, with a low chance of attaining goals (Shukla, 2019). Various studies revealed a perfect positive relationship between academic achievement and achievement motivation. To improve students' academic achievement, it is necessary to develop their achievement motivation. So, the family and school environment should enhance student achievement motivation (Chetri, 2014). Various psychologists think that motivation has an effective relationship with new learning, skills, competencies, behavior strategies, etc, and motivation is one of the prime factors for academic achievement. Motivation for academic achievement is a behavior characteristic that produces learning and achievement (Sharma & Sharma,

2018). Stimulating and enhancing the level of motivation among slow learners has always been a big challenge, especially for institutions of higher learning (Mahato & Barman, 2019). In an academic context, achievement motivation is said to be the responsible behavior of a student in an achievement situation (Erhuvwu & Adeyemi, 2019). There is a positive relationship between academic achievement and achievement motivation because students with high achievement motivation have high academic achievement and vice versa (Abolghasemi, 2011). As a predictor of academic performance, achievement motivation drew the attention of researchers, focusing on the relationship between academic achievement and achievement motivation (Kariuki, 2017). Achievement attainment requires intelligence, motivation, and support in an academically congenial environment (Nyicyor et al., 2016). So, achievement motivation is essential for attaining high academic achievement among students and shows competency in academics (Santhi & Suthanthiradevi, 2019).

#### **1.4.1. Achievement motivation: As a learned behavior**

Achievement motivation is permanent in human nature, and children acquire it from their parents' living style (Rao & Reddy, 2016). Learning institutions play an essential role in developing achievement motivation as this is an acquired and learned behavior. The institutions' socio-psychological and physical environment directly influences the learners' achievement motivation (Gupta & Mili, 2016). Achievement motivation is a learned and durable characteristic of a student. McClelland and others claimed that achievement motivation can be enhanced by imparting proper training and even developing training modules to develop achievement motivation. The parents and the teachers should be highly conscious of their children's achievement levels. If the level is less than the expectation, the necessary steps may be taken to develop to the expected level (Vijayakumari & Rekha, 2014). Many other scholars have also developed courses and programs for achievement motivation training, which involves seven steps: 1- teaching the person about achievement motivation thinking, 2- understanding the person himself and his/ her goal, 3- practices of activities related to achievement motivation in real-life situations, 4- practices of activities related to achievement in daily business, 5- stimulation relating to behavior for achievement, 6- support the development of a special plan of action, 7- provide feedback related to achievement progress.

Teachers influence achievement motivation, and the classroom environment and a learner's status in the class also influence achievement motivation. Achievement motivation creates aspirations among individuals to receive new knowledge and skills. Our education system should take responsibility for developing students' achievement motivation and endeavors to prepare the learners for a future and productive life in society. An individual's initial training, experience, and respective learning are the conditions that determine the origin and development of achievement motivation. Apart from home, school, society, area of residence, and environment are the important variables of achievement motivation. If the area where the school is situated has fewer educational facilities and a low literacy rate, poor and unemployed people with low wages have a low level of achievement motivation in comparison to urban areas where people have high literacy rates, good economic conditions, and high living standards. Students from rural areas have more variations in achievement motivation compared to urban areas (Mishra, 2017). Teachers may develop motivation for achievement among the students by considering their values and feelings and managing them well. Coleman described achievement motivation as the social form of motivation because it has competitive derives from getting the standard of excellence (Chechi & Kaur, 2018).

Scholars found that more involvement of parents in children's educational activities has more influence on the perception of competence and achievement in school. Achievement motivation is the basic thing of the modern education system and essential for student success. Therefore, nowadays, it is much more important to study the students' achievement motivation; adolescents are overly emotional during secondary education and need more parental support, which has a remarkable influence on their achievement motivation (Suvidha & Gera, 2019). This is because parents have a crucial role in their children's academic motivation. Parents try to remove every obstacle in educating and learning their children so that their children perform better in academics. Parents also approve of their children's good activities and disapprove of their inappropriate activities; this behavior is called the child-parent relationship. This relationship is the parents' communication, guidance, and interest in education and academic programs by supporting and appraising learning activities. Parents also support their children by teaching them problem-solving and negotiation skills. The parent-child relationship is subject to change in each stage of children's

lives and changes in the intensity of love, affection, and guidance according to their age (Singh, 2015).

Most of the time, less talented students with achievement motivation attain higher success than those with high talent but less achievement motivation. Teachers face challenges in motivating the students, and during adolescence, new capacities and interests motivate the students to perform well in academics (OECD, 2017). In this modern era, every person desires high achievement, and in this competitive society, achievement is highly important in educational, personal, and social development. Teachers and parents can inculcate motivation among the students through proper care, love, affection, threats, rewards, and other actions. Teachers should motivate the students to learn the capacities and skills that are the most fundamental objective of classroom teaching. Academic achievement motivation is important for students as it influences their academic achievement. Academic achievement motivation is a learning attitude and willingness to achieve academic achievement. It measures several items like the academic expectations and work habits of the students. Various research studies indicated that students with social integration and social support from family members and peer groups perform better academically than those who are less socially integrated and supported (Altermatt, 2019).

#### **1.4.2. Forms of achievement motivation**

Achievement is a lifelong process, and in contemporary society, it relates to motive ability and interest development, which enhances performance in an evaluative situation. Parents' and teachers' expectations influence the adolescents' achievement and performance. Achievement during teenage is correlated to academics and judged by their social role and responsibilities or even education and job. Effective adoption of emerging academic and social pressure is determined by psychological, contextual, and motivational factors, etc. Achievement motivation is more severe in this period as adolescents pass through a crucial phase of life, and a wrong decision in making a career may divert their whole life or even destroy it.

There are different types of achievement motivation, Kales, 2015 has mentioned the following types of achievement motivation:

**Intrinsic motivation:** This is very influential for any individual; based on the incentives, it is an internal desire of an individual to do well. Such incentives are a sense of self-satisfaction attained by performing well, pleasure having coped with a

challenge, a sense of mastery, etc. Intrinsic motivation is more positively linked to achievement. Self-determination, choice, interest, high experiences, and intellectual engagement are some major and important intrinsic motivational forces that work with choice and self-responsibilities to enhance adolescents' intrinsic motivation. A suitable learning environment, role, and responsibilities allocation, which creates more intellectual engagement, enhances the adolescent's achievement motivation. The need for achievement works even without an external response for success (Navyashree, 2016). Intrinsic motivation has three forms- intrinsic motivation to know, intrinsic motivation towards accomplishments, and intrinsic motivation to experience stimulation.

**Extrinsic motivation:** It is an external motivation and is common among individuals. It is not for self-satisfaction but a desire to meet society's standards. The incentives given during the learning process are external motivations; these incentives are natural and artificial. This should be based on ongoing natural reaction or tendency; a well-organized objective, application of incentives, and a helpful social network are crucial to achieving external motivation. Social factors like parents, teachers, classmates, and other fellows with whom individuals interact determine both internal and external motivation. The effect of getting perceived social support from family members, teachers, friends, or even other people with whom the students interact on their motivation can help explain motivation to learn (Tezci et al., 2015).

**Avoidance motivation:** Some individuals can be identified with this type of motivation. It motivates an individual to avoid unpleasant tasks or situations at work, which makes the individual stable and predictable.

**Universal motivation:** The need to achieve is the basic condition of every individual, which motivates them differently based on their personality and self-esteem (Kales, 2015).

There is another category of persons who have no motivation or a motivated persons. Motivation may be defined as the absence of a driving force in which the person feels a sense of inability and an uncontrolled situation; the person also feels that participation in any activity is meaningless and rewardless. Consequently, the person stops participating in any ongoing activity (Siah et al., 2016). An amotivated individual may think of separation from his actions; consequently, the individual pays less attention to completing the action. They may not have control over their behavior.



### **1.5.0. Surjapuri: A distinct community**

Surjapuri is a community with an ethnic identity, distinct lifestyle, culture, and dialect for communication. It is concentrated in the northeastern region of Bihar and some parts of West Bengal, Nepal, and Bangladesh. According to the Bihar Caste Based Survey 2022, the total Surjapuri population in Bihar is 2446212, which is 1.8713% of the total population of Bihar (Government of Bihar, 2023). This community is economically backward with a low literacy rate, and is very orthodox (Alam, 2015). People belonging to the northeastern part of Bihar, North Dinajpur, and Maldah district of West Bengal mainly belong to this community. Some parts of Nepal and Bangladesh also adopted a distinct language called Surjapuri. The original inhabitants of this region who spoke Surjapuri dialects as a medium of communication refer to the Surjapuri community. The Surjapuri language, recognized by the government of Bihar as a special dialect, is a mixture of Bengali, Hindi, Urdu, Maithili, Rajbangsi, Oriya, and Nepali. The Surjapuri community includes both Muslims and Hindus. Muslims are the initial settlers in the region, constituting 71%. The remaining 29% are Hindus (Thakur, 2015). The name of any area or place is often given after the ruler, population, historical or mythological events, etc., and the same case could happen with the name Surjapuri propaganda concerned, but with no evidence in hand. It is very hard to depict where the Surjapuri nomenclature came from. However, it is assumed that the Surya dynasty ruled the Mithila region, and the area of Surjapuri praganana was under this Mithila region, so the people of this region started calling themselves Surjapuri. It may also be possible that King Aditya Sur of the Sur dynasty extended his ruling influence to this area, so it is said that the name Surjapuri came from this Surya. It is also possible that the Surjapuri community lived as a tribe in ancient times, and the tribe used to worship the Sun (Surya), so the nomenclature Surjapuri would have come from the 'Surya' (Singha, 2023). Commonly, Surjapuri refers to the Suryapur kingdom mentioned in the Mahabharata and the Puranas, which spread across the parts of Bengal, Bihar, Assam, and Nepal regions in ancient times.

Surjapuri Development Organization and Surjapuri Vikas Morcha are the non-political outfits that work for the issues and welfare of the Surjapuri-speaking people, including Muslims and Hindus (Raj, 2024). Among the Surjapuri people, Muslims are concentrated in rural areas, and the urban area is a mixture of both Hindus and Muslims; both with different religious faiths have a common feature that unites them

in their Surjapuri identity (Kumar, 2024). The Surjapuri community never fought for their identity. However, in the surrounding area, several movements are going on for their identity, like the Gorkhaland movement in Darjeeling, the Kamtapuri movement in Coochbehar, and the Naxal movement in Naxalbari of West Bengal (Hossain, 2013). Now, the Surjapuri community, with a distinct ethnic identity, is fighting for inclusion in the central government's list for OBC. However, the Bihar state government has recognized the community as socio-economically backward. After a long struggle, the demand of the community was conceded for reservation in jobs and admission to educational institutions, and the community was included in annexure two. The political leaders raise the issue of reservation during elections; no leader talks about the issue after it is over. During the last few decades, the community has been influencing the state election results both in Bihar and West Bengal.

#### **1.5.1. A historical background of the Surjapuri Community**

The Surjapuri community is the main inhabitant Purnea region of the Himalayan Valley, one of the oldest districts of Bihar. Kishanganj was a subdivision of the Purnea district. After a long struggle of seventeen years by the local businessmen, social activists, lawyers, political leaders, farmers, and local public the old and very important subdivision of Purnea district, kishanganj was curved out as a new district on 14 January 1990, having seven blocks namely, Bahadurganj, Kochadhaman, Tehragachh, Dighalbank, Thakurganj, Pothia and Kishanganj itself. Nepal surrounds the district in the north, West Bengal in the east, the Ararea district in the west, the Purnea district, and the Mahnanda River in the south. The area of Kishanganj district came under the kingdom of various rulers like Anga in the 6<sup>th</sup> century, Bimbisara of Magadh Emperor, great Mughal Emperor, etc. The area of Kishanganj during the Mughal era was known as Nepalgarh as it was part of Nepal; on behalf of the Mughal Emperor, Mohammad Reza took control over the fort of Nepalgarh and renamed it as Alamganj, which later came to be known as Kishanganj. Hiuen-Tsang visited the area in about 640 AD and praised the region for its prosperous people with abundant crops and several tanks and groves (District Census Handbook Kishanganj, 2011).

The people of the Kishanganj took part in the farmers' movement and Congress movement, and many resigned from their jobs as lawyers and joined the non-cooperation movement in 1921. In 1921, Dr. Rajendra Prasad and in 1925, Mahatma Gandhi visited the region and inspired the public to participate in the War of

Independence. During Salt Satyagarh, about 700 people were arrested (District Census Handbook Kishanganj, 2011). The historian divided the region's population into two categories, i.e., Aryan and Non-Aryan. Due to long living together, both categories mixed and formed the old Purnea district. Purnea district has been considered one of the noncivilized and uncultured districts and is socio-economically backward, that is why the region is usually known as *Kala Pani*. The people of this region used to live as a tribe and had a tribal social system. Each tribal village had a head known as *Maral or Marar*. The head of each tribe village was sovereign himself. This tribal lifestyle is still practiced in the Surjapuri community. The community's primary sources of economic activity are agriculture, fish catching, and domestic animals like cows, oxen, goats, buffalo, horses, etc. (Safi, 2000).

### **1.5.2. Socio-cultural background of the Surjapuri Community**

The Surjapuri people are highly influenced by the Bengali culture, which makes the culture ideal. There is high respect for old persons and spiritual leaders, and the guests and travelers are given due respect and are welcomed wholeheartedly. Surjapuri is a medium of communication that has no script in existence. Folk songs are by hearted by both men and women and are sung on special occasions and seasons (Ahsan, 2005). Kishanganj is the mainland of Surjapuris, which has a beautiful culture with cultural diversity and religious harmony, peaceful living, and a secular nature of people, making the region different from Bihar. There is religious diversity with the Muslim majority and huge differences in heredity and culture, but they follow the distinct Surjapuri culture and traditional lifestyle of the region and live together for a long time. The Surjapuri people have a tradition of wearing *saris* and blouses for women and *lungis* and *kurtas* for men, irrespective of their religion. Women are very fond of ornaments, and that too, of those ornaments which are made of silver and gold; they make up with the ornaments in festivals like Eid, Durgapuja, Diwali, and other special occasions such as marriage, local *mela (Jalsa)* organized by the society. The community celebrates and enjoys all major festivals of Muslims and Hindus in harmony.

### **1.6.0. Secondary Education and its Significance**

In this era of globalization and technological revolution, education plays an important role in improving, developing, and advancing a society and a nation as a whole. Every person has the right to education. Education draws out innate human abilities and

develops human capital, skills, confidence, and decision-making qualities directly or indirectly connected to getting a good job (Nisar et al., 2017). Secondary education refers to the level of education between primary and higher education, covering students between the ages of 12 and 18. This stage of learning may be classified as secondary and senior secondary level of education. At this level, the students are taught a more specialized curriculum. Secondary education aims to develop the student's problem-solving and critical-thinking skills. The secondary education curriculum covers mathematics, science, social sciences, languages, and arts. It helps the learners understand society and the world and also prepares them for higher and vocational education, aiming for better employment. Education is a matter of state governments under the concurrent list of the Indian constitution. There are two types of boards for handling secondary education and its certification. (i) Central boards i.e., Central Board of Secondary Education (CBSE), New Delhi, and Council for the Indian School Certificate Examinations (CISCE), New Delhi. (ii) State boards are responsible for maintaining the quality of secondary education of schools run by the state governments. The central boards conduct examinations for secondary education at the national level, and the state boards are responsible for conducting examinations, certification and also maintaining the quality of secondary education (Din et al., 2023). Secondary education enhances knowledge and skills for reasoning and problem-solving; it also makes the students self-confident. Secondary education is a prerequisite for a student to pursue higher education. This level of education prepares the students for better opportunities for employment by providing new insights and knowledge. It enables the students to identify their interests and talents to choose a course for the future. By educating the students up to secondary education, socio-emotional development can be ensured for a positive social relationship among family members, friends, and the community. It also enhances the quality of teamwork and leadership among the students. During the secondary stage, students engage in civic activities by using their rights and duties in society. Secondary education nurtures and develops creativity and artistic skills through visual arts, drama, music, and other activities (Din et al., 2023). Secondary education varies from country to country as each country formulates the secondary education system based on its culture, social norms, and economy. Some countries make it free and compulsory for students, whereas in some countries, students have to bear the cost of education, and some countries even provide partially free secondary education. It also differs in the

evaluation system; in some countries, evaluation comprises written examination, project work, practical work, presentation, or even combining all of the above. Some countries use grading systems, and others use numerical marks, percentages, and lateral grades.

### **1.6.1. Schemes and scholarships for secondary education**

Secondary education plays a significant role in the manpower development of any country. Therefore, several efforts have been made to improve secondary education in our country, which helps enhance the learning standard of students. Some important state and central government schemes and scholarships for improving secondary education are mentioned here.

#### **Schemes of state government are as follows:**

1. Mukhya Mantri Pichhadra Warg Ewam Ati Pichhadra Warg Chatrawas Anudan Yojna (Department of BC & EBC Welfare)
2. Chhatravriti Yojna Balak/Balika(GEN.) 1 to 10 (Department of Education)
3. Mukhyamantri Kishori Swasthya Karyakram (Sanitary et al.) (Department of Education)
4. Mukhyamantri Medhavriti Yojana(BC-EBC) (Department of Education)
5. Mukhyamantri Medhavriti Yojana(SC-ST) (Department of Education)
6. Mukhyamanti Vidyarathi Protsahan Yojna (GEN.) (Department of Education)
7. Bihar Satabdi Mukhyamantri Balika Poshak Yojna (Department of Education)
8. Mukhyamantri SC/ST Post Matric Scholarship Yojna (Department of Education)
9. Mukhyamantri Balak Balika Protsahan Yojna (Department of Education)
10. Mukhyamantri Balika Snatak Protsahan Yojna (Department of Education)
11. Mukhya Mantri Alpsankhyak Chatrawas Anudaan Yojna (Department of Minority Welfare)
12. Mukhyamantri Vidyarathi Protsahan Yojna (Department of Minority Welfare)
13. Muslim Parityaktaa/Talaaqshudaa Mahilaa Sahaayataa Yojnaa (Department of Minority Welfare)
14. Mukhya Mantri Anusuchit Jati Ewam Anusuchit Janjati Chatrawas Anudan Yojna (Department of SC & ST Welfare)
15. Pre-matric scholarship for SC students (1st to 10<sup>th</sup>) (Department of SC & ST Welfare)

16. Mukhya Mantri Kanya Utthan Yojna (Department of Social Welfare)

**Central government-sponsored schemes are as follows:**

1. Pre-Matric OBC (Department of BC & EBC Welfare)
2. National Means Cum Merit Scholarship Scheme (Department of Education)
3. National Scheme of Incentive to Girls for Secondary Education (Department of Education)
4. Samagra Shiksha(Intervention of uniform /textbook) (Department of Minority Welfare)
5. Pre-Matric Scholarship for students studying in Class I to X (Department of Minority Welfare)
6. National Means-cum-Merit Scholarship (Department of SC & ST Welfare)
7. Pre-matric Scholarship for SC Students [9th and 10th] (Department of Social Welfare)
8. Pre-matric scholarship for ST students [1st to 10th] (Department of Social Welfare)
9. Facilities to Children (Department of Social Welfare)
10. Scheme for Adolescent Girls (Department of Social Welfare)
11. Stipend for disabled Girls under IEDSS (Department of Education)

Though both governments have launched several schemes and scholarships for the spread of secondary education among students, there is still much more work to be done by the parents, society, and government as a whole, because the standard of education is very low. The researchers also found inadequate motivation among the students.

**1.7.0. Academic achievement and social support**

Gaining insight into the connection between social support and students' academic achievement is important for teachers and educational institutions that enhance students' overall well-being. Various sources of social support, such as family, friends, and teachers, significantly impact academic achievement. Students with robust social support systems experience smoother integration into their personal support networks and the academic environment of their schools. This integration greatly enhances their academic achievement by fostering a feeling of belonging, providing essential resources, and strengthening their resilience to academic

challenges. Moreira and Lee (2020) argued that socially supported students are more engaged in class, experience positive emotions in classroom activities, and use effective cognitive strategies to learn, which increases their participation in classroom tasks. According to Achdiyah, Latipun, and Yuniardi (2023), providing students with social support through learning motivation, attention, and feedback is necessary to improve their academic achievements effectively. A nurturing learning environment is characterized by certain sorts of support, which serve as key aspects that encourage active participation, persistent effort, and effective outcomes. Students' academic achievement can be greatly enhanced with the assistance provided by their family, friends, and teachers. It is necessary to recognize that academic achievement is not solely determined by scholastic factors but also by the social support children receive. Students who receive substantial social support are less prone to experiencing depression during challenging periods, which improves them academically. Li, Han, Wang, Sun, and Cheng (2018) emphasized the significance of recognizing the central role of social support in the lives of students. It emphasized the importance of offering support, especially to individuals experiencing academic difficulties or emotional fatigue. This entails providing empathy, companionship, and reassurance during challenging periods, delivering guidance and assistance in conquering obstacles, and giving love, trust, and encouragement to boost their self-assurance and talents, which eventually leads to an increase in their academic achievement. Thus, the provision of social support plays a crucial role in the holistic development of students, impacting not only their academic achievements but also their emotional and social welfare. Understanding this concept enables the development of tactics that bolster every facet of a student's existence, resulting in enhanced academic achievement.

### **1.7.1. Academic achievement and achievement motivation**

A substantial body of research highlights the strong association between academic achievement motivation and students' academic success (Kumar, 2017; Erhuvwu & Adeyemi, 2019). It has been observed that students who demonstrate high levels of academic achievement motivation have consistently higher levels of academic achievement (Boruah, 2018). Students are more likely to be motivated when they can articulate their objectives, put in more effort, implement efficient learning strategies, and exhibit excellent self-regulation skills. This set of behaviors and attitudes contributes to an improved learning experience for them and improves academic

success. The motivation for academic achievement is an inherent drive to excel in school-related tasks. It involves dedicating effort to completing assignments, studying for examinations, actively engaging in class, and consistently assessing one's performance to improve it (Amrai et al., 2011). It is believed that when students possess motivation, they exhibit a higher propensity to establish specific academic goals and diligently strive to accomplish them. Atchia and Chinapah (2019) noted that motivation plays a crucial role in student's academic success because it influences their attitudes, behaviors, and determination to pursue learning objectives. Hence, it is crucial to cultivate and sustain motivation among students to promote academic achievement. As a result, educational institutions ought to make it a top priority to nurture academic achievement motivation to encourage sustained academic achievement of students.

### **1.7.2. Achievement motivation and social support**

The relationship between achievement motivation and social support is symbiotic, with one aspect amplifying the other. Previous literature has demonstrated a robust positive correlation between these variables (Lin et al., 2023). Effective social support helps students manage the stress and difficulties of their academic lives by offering resources, encouragement, and direction (Chen et al., 2023). Social support increases students' resilience by providing them with physical and material support to manage the stress of their studies, which in turn strengthens their motivation to overcome obstacles (Lin et al., 2023). This support instills a sense of worth and assurance in individuals, reinforcing their intrinsic motivation and making them more determined about their academic pursuits. Emotional, appraisal, informational, and instrumental support significantly impact achievement motivation. A student's self-esteem and intrinsic drive can be significantly boosted when they receive emotional support from loved ones and teachers through empathy, caring, and encouragement. According to Bulathwatta and Lakshika (2023), positive emotions act as catalysts, motivating individuals to formulate new ideas and perform well in various activities. Heilat and Seifert (2019) discovered a correlation between emotional support and mental and intrinsic motivation. Providing appraisal support to the students, including constructive criticism and positive reinforcement, assists in developing a growth mindset. This mindset motivates them to aim higher and keep trying even when they fail. Aslam and Khan (2020) asserted that positive criticism is one of the most

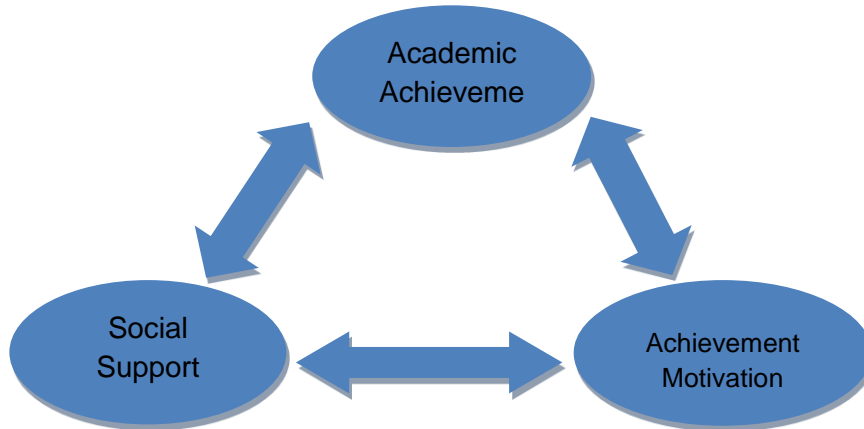


effective ways to promote students' self-efficacy, motivation, and self-regulation, helping them to reach their learning goals. In addition, Aslam, Khan, and Joseph (2021) concluded that providing students with constructive feedback is more helpful in boosting their learning motivation and improving their overall performance. The informational support provides students with the necessary guidance, advice, and resources, strengthening their capabilities and increasing their self-assurance and motivation. Effective guidance and assistance from parents, teachers, classmates, and elders can enhance students' confidence by offering reassurance that they have a reliable support system. As a result, this confidence empowers them to tackle their academic pursuits and other responsibilities with a more optimistic and resolute attitude, thus improving their overall performance and well-being. Instrumental support such as financial assistance, educational resource availability, and a favorable learning environment eliminate obstacles to academic success. Federici and Skaalvik (2013) found that instrumental support substantially correlates with intrinsic motivation. This enables students to concentrate on their studies and sustain high motivation by addressing practical difficulties. These forms of support are essential since they contribute to students' psychological well-being, assist students in becoming more resilient, and motivate them to continue their commitment to academic achievement.

#### **1.8.0. Conceptual framework of the study**

A student's academic achievement is usually recognized as an essential indicator of their level of learning and understanding (Rahmani, 2011), and it reflects the degree to which educational institutions accomplish their basic objectives. This metric is important for evaluating individual students' performance and acts as a standard for assessing the effectiveness of educational programs and policies. By making academic achievement a universal goal for all students (Sharma, 2018), policymakers and teachers can focus on improving learning outcomes and ensuring all students get the knowledge and abilities they need to do well. Students frequently demonstrate differing levels of academic achievement from one another, even though they are placed in similar academic situations. According to this variation, academic achievement is influenced by many factors, some of which are intrinsic to the individual, while others are extrinsic (Sharma, 2018). Among these, social support and achievement motivation stand out as significant factors that have a considerable

impact on the academic achievement of students (Erhuvwu & Adeyemi, 2019; Saeed et al., 2023; Li et al., 2018; Wen & Li, 2022).



*Fig. 1.1: Conceptual framework of the research study*

Thus, within the context of this study, the conceptual framework investigates the dynamic relationship between academic achievement, social support, and achievement motivation. This framework proposes that social support and achievement motivation are both significant factors that determine a student's level of academic achievement.

### **1.9.0. Theoretical Framework of the study**

#### **Vygotsky's Zone of Proximal Development (ZPD) for Social Support**

As the theoretical framework of the study, the researcher utilized Vygotsky's Zone of Proximal Development (ZPD), which forms a foundational framework for understanding how social support influences the academic achievement of Surjapuri students. The concept of ZPD was developed by Lev Semenovitch Vygotsky during the late 1920s and elaborated progressively until he died in 1934. In *"In Mind in Society: The Development of Higher Psychological Processes"*, Vygotsky defined the ZPD as *"the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peer"* (p. 86). That is, the ZPD was understood by Vygotsky to describe the current or actual level of development of the learner and the next level attainable through the use of mediating semiotic and environmental tools and capable adult or peer facilitation.

The idea is that individuals learn best when working together with others during collaboration, and it is through such collaborative endeavors with more skilled persons that learners learn and internalize new concepts, psychological tools, and skills. Roosevelt (2008) holds that the main goal of education from the Vygotskian perspective is to keep learners in their ZPDs as often as possible by giving them interesting and culturally meaningful learning and problem-solving tasks that are slightly more difficult than what they do alone, such that they will need to work together either with another, more competent peer or with a teacher or adult to finish the task. The idea is that after completing the task jointly, the learner will likely be able to complete the same task individually next time, and through that process, the learner's ZPD for that particular task will have been raised. This process is then repeated at the higher level of task difficulty that the learner's new ZPD requires. This concept highlights the critical role of social interactions and scaffolding in cognitive development and learning.

In the context of the present study, social support can be understood as the external scaffolding provided by family, peers, teachers, and the community (McLeod, 2024). These social agents create opportunities within the ZPD for Surjapuri students to achieve academic success.

1. **Family Support:** Vygotsky emphasized the importance of cultural tools and communication within the home environment. In the Surjapuri context, family members may act as mediators, transmitting cultural and linguistic knowledge that can contribute to the student's academic learning. Support in the form of encouragement, resources, and value for education enables students to move closer to their academic potential.
2. **Peer Support:** Peers play a pivotal role in collaborative learning, another key element of Vygotsky's theory. When students engage with peers who possess slightly more advanced academic skills, they can learn new strategies and concepts, thereby expanding their ZPD. This peer scaffolding is especially relevant in group tasks or discussions where diverse perspectives enhance cognitive development.
3. **Teacher Support:** Teachers are primary facilitators within the ZPD, designing instructional strategies tailored to students' developmental needs. Through explicit feedback, differentiated instruction, and emotional encouragement, teachers may help

Surjapuri students bridge the gap between their current understanding and academic goals.

4. Community and Cultural Support: Vygotsky's emphasis on sociocultural influences aligns with the Surjapuri students' unique cultural background. Community-based support systems, such as study groups or cultural initiatives, contribute to academic achievement by fostering a sense of belonging and purpose in education.

The ZPD framework suggests that the efficacy of social support depends on its alignment with the student's developmental stage and individual needs. In this study, social support serves as a mediating variable, influencing how Surjapuri students can utilize their achievement motivation to enhance their academic performance. The dynamic interplay between the student's intrinsic motivation (achievement motivation) and extrinsic scaffolding (social support) determines the extent to which they can optimize their ZPD for academic success.

### **Theory of Motivation for Academic Motivation**

As the theoretical framework of the study, the researcher utilized McClelland's Achievement Motivation Theory, for exploring the academic motivation among the Surjapuri students. This theory provides a comprehensive framework for understanding how motivation drives individuals towards success in tasks, including academic endeavours. McClelland's theory posits that achievement motivation stems from an individual's intrinsic and extrinsic desire to achieve success and avoid failure (Kaplan, 2008). It identifies three primary needs that influence motivation:



1. Need for Achievement (nAch): This need reflects the desire to excel, master tasks, and achieve goals. Students with a high nAch are likely to set challenging academic goals and persist in their efforts to accomplish them. Surjapuri students with strong achievement motivation would likely view academic success as a measure of their competence and capability.
2. Need for Affiliation (nAff): This refers to the need for social connections and belonging. In the Surjapuri context, students may be motivated to achieve academically to strengthen their social relationships or to gain approval from family, peers, or teachers. This aligns with the cultural emphasis on community and collective success.
3. Need for Power (nPow): This is the desire to influence others or gain recognition. Academic success may serve as a means for Surjapuri students to elevate their social status, particularly in a community striving for socio-economic upliftment.

#### **1.10.0. Latest Education Policy and Curriculum Framework Related to Academic Achievement**

National Education Policy (NEP) 2020: The Ministry of Human Resource Development formed a committee chaired by Dr K. Kasturirangan to prepare the National Education Policy. The Committee was constituted in June 2017. The Committee submitted its report on May 31, 2019. The National Policy on Education covers elementary and university education in urban as well as rural India. The National Education Policy as submitted by the Kasturirangan Committee is an education policy that seeks to address the following challenges facing the existing education system: Quality, Affordability, Equity, Access, and Accountability. The policy provides for reforms at all levels of education from school to higher education. NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system, and early childhood care, and restructuring the regulatory framework of education.

NEP 2020 highlights Foundational Literacy and Numeracy (FLN) and establishes FLN as an urgent national priority through programs like NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy), as the ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.

NEP 2020 focuses on holistic multidisciplinary education encouraging a flexible curriculum with an emphasis on critical thinking, creativity, and problem-solving skills. This multidisciplinary learning will help build young citizens of the country who are holistically developed and can contribute better to the advancement of society as well as the nation.

It emphasizes core concepts and experiential learning including hands-on learning, arts-integrated and sports-integrated education, and storytelling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects to foster deep understanding rather than rote memorization. NEP 2020 also integrates skill-based education from an early stage to improve employability and real-world competencies.

National Curriculum Framework (NCF): The revamped national curriculum framework (NCF 2023), which aims to enable and promote excellent learning and teaching in the nation by turning the objective of the NEP 2020 into practice in the classrooms and schools, is fundamental to the implementation of the revolutionary National Education Policy 2020. The National Steering Committee (NSC), led by Dr. K Kasturirangan, and backed by the mandate group, as well as the National Council for Educational Research and Training (NCERT), are guiding the growth of the NCF. The NCF for School Education (NCFSE), the NCF for Early Childhood Care and Education (NCFECCE), the NCF for Teacher Education (NCFTE), and the NCF for Adult Education (NCF AE) are all included in the NCF.

The NCF emphasizes the all-round development of children, including cognitive, emotional, and social skills, which are critical for academic success. Integrating values, creativity, and critical thinking into the curriculum, enhances the overall academic performance of students.

The NCF promotes a constructivist approach to learning, where students actively construct knowledge rather than passively receive it. This approach encourages better understanding and retention of concepts, directly improving academic achievement.

NCF provides a flexible framework for designing curricula tailored to diverse learner needs, enabling better outcomes for students from varied backgrounds. It balances core knowledge with co-curricular activities, ensuring academic achievement alongside personal and social growth.

Foundational skills in literacy and numeracy, which are critical predictors of long-term academic success are also given utmost importance in NCF. Early interventions

in reading, writing, and mathematics help reduce learning gaps, ensuring improved achievement in later grades.

The NCF ensures that the curriculum is inclusive, catering to the needs of diverse groups, including children with disabilities, marginalized communities, and economically disadvantaged students. By providing equitable learning opportunities, it enhances academic outcomes for all.

Therefore, by addressing the diverse needs of learners and focusing on meaningful, inclusive, and context-sensitive education, the above-mentioned policies ensure that academic achievement is not just about marks but also about preparing students for lifelong learning and success.

#### **1.11.0. 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 fundamental. 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 gain 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 certain 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 while parents might not be directly involved or provide assistance 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 towards academics and controlling their children's behavior. Family members significantly

impact various school results, contributing to children's development and maintenance of 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 socio-economically privileged societies and those that are disadvantaged. A significant achievement gap exists between individuals regarding their cognitive and non-cognitive talents, also referred to as soft skills. These soft skills are of utmost importance when it comes to 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; rather, 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 socio-economically 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 from disadvantaged backgrounds require assistance and a wide range of opportunities to integrate with children from households with higher incomes (Kumari, 2020). As most research focuses on the children's primary educational achievement, it is very clear 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. The researcher found only a few studies available on the Surjapuri community which is considered one of the disadvantaged communities in both Bihar and West Bengal.

Furthermore, the available studies focus solely on the socio-economic 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.

#### **1.12.0. Statement of the problem**

The present study focuses on the Surjapuri students, a distinct ethnic group with unique socio-cultural traits, and how their achievement motivation 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 socio-economic 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”*

### **1.13.0. Objectives of the study**

1. To identify the level of academic achievement among class X<sup>th</sup> Surjapuri students.
2. To assess the level of social support available among class X<sup>th</sup> Surjapuri students.
3. To analyze the level of achievement motivation among class X<sup>th</sup> Surjapuri students.
4. To find out the relationship between academic achievement and social support for class X<sup>th</sup> Surjapuri students.
5. To investigate the relationship between academic achievement and achievement motivation of class X<sup>th</sup> Surjapuri students.
6. To examine the relationship between social support and achievement motivation of class X<sup>th</sup> Surjapuri students.

### **1.14.0. Hypotheses of the study**

The hypotheses of the study are:

H<sub>0</sub>1. There is no significant difference among Surjapuri students in their level of academic achievement in relation to their place of residence.

H<sub>0</sub>2. There is no significant difference among Surjapuri students in terms of their level of academic achievement in relation to their gender.

H<sub>0</sub>3. There is no significant difference among Surjapuri students in terms of their level of academic achievement in relation to their socio-economic status.

H<sub>0</sub>4. There is no significant difference among Surjapuri students in their level of available social support in relation to their place of residence.

H<sub>0</sub>5. There is no significant difference among Surjapuri students in their level of available social support in relation to their gender.

H<sub>0</sub>6. There is no significant difference among Surjapuri students in their level of available social support in relation to their socio-economic status.

H<sub>0</sub>7. There is no significant difference among Surjapuri students in their level of achievement motivation in relation to their place of residence.

H<sub>0</sub>8. There is no significant difference among Surjapuri students in their level of achievement motivation in relation to their gender.

H<sub>0</sub>9. There is no significant difference among Surjapuri students in their level of achievement motivation in relation to their socio-economic status.

H<sub>0</sub>10. There is no significant relationship between academic achievement and social support for Surjapuri students.

H<sub>0</sub>11. There is no significant relationship between academic achievement and achievement motivation of Surjapuri students.

H<sub>0</sub>12. There is no significant relationship between social support and achievement motivation of Surjapuri students.

#### **1.15.0. Operational definition of the terms used**

**Academic achievement:** Academic achievement is the performance outcome that shows the extent to which a person has accomplished educational goals. This study refers to the student's achievement/ performance in the final exams of the X<sup>th</sup> class.

**Surjapuri students:** Students belonging to the Surjapuri community studying in class X<sup>th</sup> 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 difficult tasks and to excel. In this study, achievement motivation refers to students' desire to succeed in school and co-curricular activities.

#### **1.16.0. Delimitation of the study**

The delimitations of the study would be:

1. The present study is delimited to the academic achievement, social support, and academic motivation of Surjapuri students.
2. The present study is delimited to the participants i.e. Surjapuri students studying in the X<sup>th</sup> class of secondary schools affiliated to the Bihar School Examination Board (BSEB) Patna, Bihar.

3. The present study is delimited to the govt. Secondary schools of Kishanganj district of Bihar having class X<sup>th</sup> affiliated to the Bihar School Examination Board (BSEB) Patna, Bihar.