



Achievement motivation and factors affecting academic performance of students

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Received: 08-Apr-2022, Manuscript no: GJEF-22-63720, **Editorial assigned:** 11-Apr-2022, Pre QC no: GJEF-22-63720 (PQ), **Reviewed** : 25-Apr-2022, QC no: GJEF-22-63720, **Revised** : 02-May-2022, Manuscript no: GJEF-22-63720 (R), **Published:** 09-May-2022, DOI:10.15651/2449-061X.22.10.002

DESCRIPTION

Academic success or Achievement is the extent to which a student, teacher or institution has achieved short-term or long-term educational goals. Completion of educational standards such as high school and bachelor's degree represents academic performance. Academic success is usually measured by exams or continuous assessment, which aspects are most important, such as the best way to assess it, procedural knowledge such as skills, and declarative knowledge such as facts. Moreover, while there is no definitive result that a single factor predicts school performance well, factors such as test anxiety, environment, motivation, and emotion should be considered when developing a model of school performance. Schools now receive money based on their student's academic performance. Schools with high academic performance receive more money than schools with poor academic performance.

Factors Affecting Academic Performances

As evidenced by the IQ test, students with higher impact on academic performance Intellectual abilities, and students with a higher level of integrity (related to effort and achievement motivation), tend to work well in an academic setting. Recent meta-analyses suggest that in addition to intelligence and integrity, motivation (measured by typical intellectual involvement) also has a significant.

As children enter first grade, semi-structured home learning environment for children shifts to a more structured learning environment. Early academic achievement enhances later academic achievement. Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills and attitudes towards school. Parents influence students through the environment and discourse parents have with their children.

Academic socialization can be influenced by parents' socioeconomic status. Highly educated parents tend to have more stimulating learning environments. In addition, recent studies suggest that the quality of parental relationships affects the development of adolescent children's academic self-efficacy, which in turn affects their academic performance.

The first year of a child's life is very important for the development of language and social skills. School preparation in these areas helps students adapt to their academic expectations. According to the study, physical activity can enhance neural activity in the brain, especially executive brain functions such as attention and working memory, and improve academic performance in both elementary and college students.

Non-Cognitive Factors

Non-cognitive Factors are a series of "scholarly and professional successes that promote academic and professional success, including academic self-efficacy, self-control, motivation, expectation and goal-setting theory, emotional intelligence, and determination. Attitude, action, strategy to draw attention to factors other than those measured by cognitive test scores, sociologist Bowles coined the term in the 1970s. The term is used to distinguish between a test and the cognitive factors measured by the teacher through the test. Non-cognitive skills are gaining in popularity as they provide better explanations for about academic and professional performance.

Self-Efficacy

A belief in self-efficacy leads to personal excellent through increased commitment, effort and patience. Learners with high self-efficacy think that they have failed less than learners with low ability, and learners with low self-efficacy think that they have failed. Therefore, self-efficacy can affect task selection and patience to

complete them. In other words, less self-efficacy students are more likely to be afraid to complete a task, avoid it, and procrastinate.

Motivation

Achievement Motivation is not a single composition, but a summary of different configurations such as self-concept of ability, task value, goal, and achievement motivation. Some existing studies have examined various motivational components as predictors of cognitive ability and school performance of students beyond previous achievements, and most existing studies have found that most motivational components are beyond intelligence.

Predicting grades and showing that students self-concepts of ability and task scores are stronger than their predicted performance. The purpose of this study is to capture the previous findings reported when the self-concept of ability, the value of the task, the goal, and the motivation for achievement were all evaluated with the same level of specificity as the self-control of Success. Controls are now associated with coordinating thoughts, feelings towards goals of lasting value in the face of more attractive options. This study examines the role of self-control in academic performance.