

# Factors Responsible for the Success of Students



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## Abstract

If there is any test in order to make life successful, two things are very useful. The first of these is to build confidence in yourself and never let it become weak. Second, always be positive. Whoever adopts these two things in his life, he will never see the face of failure. Children should get acquainted with people who think positively. Children should make as much distance as they can from a person with negative thinking.

Preparation for any kind of examination, whether educational or competitive, is the most important for success. If any student or youth takes the exam, first he should prepare extensively for the related examination. After this, if he writes the important facts of the relevant subject and continuously practices it, he can never fail an examination. When the student sets his goal, he should work hard in the same direction, so that he can achieve the goal.

Nowadays to go into any field, one has to take competitive exam first. To prepare for this, you have to start now. You can get complete information about the area you want to visit from a related person. For this, set your timetable. After that, study subject wise according to the time table. Coaching can also be included.

Getting success in any exam with flying colours is a tough job, and cannot be enjoyed just without working hard with whole-hearted devotion. Hence, it is essential for every student irrespective of class or category that he should take concentrate on his studies and work hard in order to attain success in the examination.

The paper highlights the factors that are responsible for the success and achievements to the students at all levels. The most important thing for a sincere student is never to get strayed and confused and always to keep in mind his goal for which he is moving forward.

**Keywords:** Sociological, Study, Speedy, Success, Achievements, Middle-Class

## Introduction

In developing the study habits and in developing the learning skills, school plays a dominant role. The things learnt at school are never forgotten in life. The culture of the school comes from preferential collective values, assumptions and beliefs. In turn they determine the relationship between stakeholders, curriculum, pedagogy, resources, organizational arrangements, and infrastructure. All schools are located in a community, and the values embodied in the school come from this community and in turn influence it back.

School culture has been named the 'hidden curriculum' of the school which constructs the school's customs, practices, markings, stories, and vocabulary. Students subconsciously incorporate their codes of behavior and expectations from the culture of their school, which directly affects their learning.

Changing aspects of school culture are not a rapidly occurring process. Many of the actions you have taken may not show results in a few months or even years. Existing culture and allied practices can be deeply entrenched, requiring long-term, incremental changes before any real change can be seen.

Anyway, being aware of the school's culture, the impact on your ability to lead change and envisaging the culture you want to develop is critical to leading learning effectively. A school that is able to develop and maintain a positive shared culture knows which aspects of culture are important in developing an effective environment for learning.

It is the schooling that assigns these values intentionally to his students. Through collective awareness and action, culture can be used positively to enhance students' learning and achievement through small works such as celebrating achievements in public ceremonies, or from more large-scale projects such as curriculum or faculty development programmes.

It is therefore important for the school leader to be aware of what affects or changes the culture of the school, and it is necessary to ensure that the culture is never at risk for learning and achievement.

Social environment, including a safe and caring environment where all students feel invited and valued, and feel connected to their school forms the positive culture. This helps students in their moral development. Positive school culture creates an intellectual environment, in which all students of every class are supported and challenged to perform their best and do quality work. It includes a rich, rigorous and engaging curriculum, and a strong and powerful teacher group to teach it.

Some of the features of the positive school culture that prepares the students for the practical life ahead are-

1. Rules and policies that hold all school members accountable for high standards of learning and behavior
2. Traditions and routines built with shared values that respect and reinforce the school's academic and social standards
3. Structures to provide staff and students with a shared responsibility for solving problems and making decisions that affect the school environment and their normal lives
4. Ways to work effectively with parents to support student learning and character development
5. Rules for relationships and behavior that create a business culture of excellence and ethical practice.

Section 17 of the Right to Education Act 2009 (RTE) has been found to be of particular importance in the context of developing a positive school culture, as it states that 'No child will be punished or mentally punished. Harassment will not be done'. It calls for school leadership to focus on creating an enabling and facilitating place for all children in the school, providing a stress-free, child-friendly, learning-focused classroom environment for which discipline, punishment and the ideas of student-teacher relationships need to be redefined. National Program Design and Curriculum Framework (2014) brings out the need to empower and develop the capabilities of school leaders so that the transformed school actively educates children and facilitates their all-round development.

#### **Factors That Bring Success to the Students**

1. Improving Teamwork and Collaboration
2. Enhancing Social and Emotional Learning
3. Developing Academic Heroes
4. Increasing Intrinsic Motivation
5. Enhancing Beneficial Peer Comparisons
6. Strengthening Academic Self-Concept
7. Facilitating Growth Mindsets

8. Building Mental Toughness

9. Developing Agency

10. Improving Risk Analysis.

#### **Review of Literature**

Kathy Sylva (1994), in *School Influences on Children's Development*, observes that schooling has direct effects on children's educational achievement, their acquisition of literacy, numeracy and scientific knowledge. These basic skills provide the foundation for later "subjects" such as geography, physics and foreign languages. Formal educational qualifications are the key to a child's entry into higher education or training and also employment. The learning of specific knowledge and skills is a direct effect of classroom teaching.

Jon Douglas Willms (2000), in *STUDENT ENGAGEMENT AT SCHOOL: A SENSE OF BELONGING AND PARTICIPATION*, holds that most students participate in academic and non-academic activities at school, and develop a sense of belonging – their friends are there, they have good relations with teachers and other students, and they identify with and value schooling outcomes. But many students are not engaged. They do not believe their school experience has much bearing on their future, and they do not feel accepted by their classmates or teachers. Gradually these students withdraw from school life, and become disaffected from school. Some disaffected students are disruptive in class, and exert a negative influence on other students.

George D. Kuh, Jillian Kinzie & Jennifer A. Buckley (2006), in *Postsecondary Student Success: Spearheading a Dialog on Student Success*, report that creating the conditions that foster student success in college has never been more important. As many as four-fifths of high school graduates need some form of postsecondary education (McCabe 2000) to prepare them to live a economically self-sufficient life and to deal with the increasingly complex social, political, and cultural issues they will face. Earning a baccalaureate degree is the most important rung in the economic ladder (Bowen 1978; Bowen and Bok 1998; Boyer and Hechinger 1981; Nuñez 1998; Nuñez and Cuccaro-Alamin 1998; Pascarella and Terenzini 2005; Trow 2001), as college graduates on average earn almost a million dollars more over the course of their working lives than those with only a high school diploma (Pennington 2004). Yet, if current trends continue in the production of bachelor's degrees, a 14 million shortfall of college-educated working adults is predicted by the year 2020 (Carnevale and Desrochers 2003).

Bronwyn E. Becker and Suniya S. Luthar (2010), in *Social-Emotional Factors Affecting Achievement Outcomes Among Disadvantaged Students: Closing the Achievement Gap*, share that despite concentrated efforts at improving inferior academic outcomes among disadvantaged students, a substantial achievement gap between the test scores of these students and others remains. Existing research used ecological models to document social-emotional factors at multiple levels of influence that undermine academic performance.

Kulwinder Singh (2011), in Study of Achievement Motivation in Relation to Academic Achievement of Students, discusses the factors that motivate an individual keep changing as one climbs the ladder of age and maturity. And also, achievement of one goal sets the ball rolling for another one to be achieved. Thus, to be motivated is a constant need. There are times when one faces a period of demotivation and everything seems bleak. It is then that they need to find what would motivate them back into action. For every individual there is a variable driving force. In fact, it is not just a single factor, but a combination of factors that lead people to achieve their goals. The fact is that with routine monotony steps in and then everything seems like stagnant waters. It feels like there is nothing new. Breaking this cycle of monotony has helped many bounce back with enthusiasm. This is why human resource managers create a training calendar, which will take away employees from the routine they are stuck to, as well as enhance their skills in various areas.

Darren Fizer (2013), in the research project on Factors Affecting Career Choices of College Students Enrolled in Agriculture, reports that Choosing the right career path is becoming more and more important for young students today. Students have to take into account many things when choosing a career and college major. Many factors can influence a student's decision, including parents, coaches, religious figures, or any role models in a student's life. Participation in agriculture clubs such as FFA and 4-H can also have an effect on students' career choices.

Hafiz Muhammad Ather Khan & Others (2013), Factors Affecting Academic Achievement of High Achievers in Siraiki Area, emphasize that generally it thought that use of computers, dictionaries and library books help students a lot in academic high achievement but in the given sample from Siraiki speaking area it was revealed quite interestingly that this result does not show that use of computers, dictionaries and library books is harmful but it contributes more in higher classes and in given sample lower classes' high achievers were not getting proper benefits of these facilities yet having good results. Culturally in Siraiki speaking areas it is normal practice of parents to ask their children to work hard and get positions in their classes. But the results of this study showed that the children working hard by themselves are more successful than the persuaded ones. Majority of respondents confirmed that they worked hard and motivated by and for their own respect, name and fame. At the stage they do give weight to other factors but self-respect is the most important motivator for them.

Suh Li Phang (2013), in Factors influencing international students' study destination decision abroad, finds that higher education has become an increasingly competitive sector. The number of countries that are actively involved in international student recruitment has grown considerably. Given the growing international competition between countries for international students, it has become increasingly important to gain a better understanding

of the factors that influence international students' decision on study destination. This is especially true for HE institutions in countries including Sweden that only recently have begun to engage in attracting international students.

#### **Objectives**

1. To elaborate the importance of education at all the levels
2. To concentrate on the schooling of the children
3. To reflect the importance of schools and the school environment in the career-building of the students
4. To throw light on certain student-oriented activities that may be helpful in bringing closer the students to education
5. To throw light on certain teacher-oriented activities that may help them develop rapport with the students
6. To focus the role of teachers in developing the qualities of leadership in students
7. To teach how the students can develop positivity in them
8. To discuss in detail the factors that may be helpful in bringing success and achievement to the students
9. To suggest what the students should do and what they should not do
10. To interpret the cause and effect relationship of the issue under consideration

#### **Hypothesis**

1. Education is the master-key to open all the vistas of achievement in life
2. Schooling plays a dominant role in the personality development of the children
3. The positive school culture links the students with values, morality and character-building
4. The negative school culture deviates the students
5. Positive approach of the students bring success to the students
6. Negative approach spoils the entire life of the students
7. There are several factors that help the students attain success and goal
8. Strategic ways of studies result in grand success at all levels of education

#### **Methodology**

Grounded in the secondary data taken from the conventional and modern secondary sources of data collection, the study is utterly theoretical. However, the colours of science have been filled in it through the observance of the prescribed steps for social science research and studies. The author left no stone unturned to impart it objectivity. For it, a few published studies already undertaken by the scholars in India and abroad, were selected to be reviewed. The steps involved- classification of the studies as the studies undertaken in India and the ones undertaken abroad; analysis of the contents found suitable to the theme of the paper, and the conclusion that was shaped up by the findings that were drawn as a result of thorough study of the contents served through the selected studies, and keeping in mind the personal experiences with the students.

**Findings**

1. Education makes the students feel blessed and better than those who fail to get education
2. Education imparts a special and distinct identity to the children
3. School plays a dominant role in preparing the students for the future years
4. School provides the children a platform to bring forth their hidden potential
5. Positive school culture sows the seeds of strength of character and citizenship in the students
6. Positive school culture makes the students disciplined and goal-oriented
7. In the personality development of the children, the school environment, teachers, peer-groups etc. make their tremendous contribution
8. Success and failure are the parts of life and education
9. Failure brings new confidence to the students
10. Readiness to learn, concentration, goal-orientation, positive approach etc. are some of the key factors that help the students attain their goals in life.

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