Different factors contribute towards academic achievement? (Ramaswamy, 1990)

Achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic achievements. Elementary education in India accessible, universal and relevant has been a goal since the eighth five-year plan.

The Constitution Act 2002, enacted in December 2002 seeks to make education free and compulsory and a Fundamental Right for all children in the age-group 6-14 years. A new Article, 21A in part 3rd ["Fundamental Right"] of the Constitution has been introduced to accentuate this. It reads: The State shall provide free and compulsory education to all children of the state may, by law, determine. 1

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990).

Objectives: To assess the relationships between job satisfaction of teachers, teaching effectiveness of teachers, organization culture of schools, study habits of students, SES of students, leadership behavior of teachers, work motivation of teachers and IQ of students on academic achievement of higher primary school students.

Hypothesis: There is no significant relationship between job satisfaction of teachers, teaching effectiveness of teachers, organization culture of schools, study habits of students, SES of students, leadership behavior of teachers, work motivation of teachers and IQ of students on academic achievement of government, aided, unaided, rural, urban higher primary school students.

Method and Materials: A study was conducted in Dharwad district to assess the achedamic achievement of higher primary school students during 2014-15. Systematic stratified random samples of 1500 women were selected, In which, 750 were from rural and 750 were from urban area. The mean age was 33.567. 60. The data was collected on different characteristics by using well designed tool with personal interview method. The data were analyzed by using chi-square test to find out the significant determinants of fertility of women in Kalburgi district. A statistical significance was set at 5% level of significance (p<0.05).

Sampling: In this study, there are two populations defined. Population-1 is teachers of higher primary schools and Population-2 is 6th to 8th standard higher primary schools. The sampling procedure was carried out through the following steps. Random selections of schools were carried out by District higher primary school statistics with the information provided by the District statistics. A stratified sampling method was used in selecting the subjects of the study. Below, the brief explanations of sampling procedures were presented.

Sampling of Schools: The first step of sampling is school sample selection. In this step, a representative sample of schools in Dharwad district was selected. Selection of schools is based on a systematic probability-proportional-to-size technique, which includes the consideration of some strata such as, geographical region, and government/aided/ unaided.

Sampling of Schools: In this study, there are two populations defined. Population-1 is teachers of higher primary schools and Population-2 is 6th to 8th standard higher primary schools. The sampling procedure was carried out through the following steps. Random selections of schools were carried out by District higher primary school statistics with the information provided by the District statistics. A stratified sampling method was used in selecting the subjects of the study. Below, the brief explanations of sampling procedures were presented.

Sampling of Students and Teachers: After school sampling, the second sampling step is student and teachers sampling. Generally, in each school, three teachers were sampled from each target school and 10 students were selected from selected schools.
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