UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Universidad de El Salvador
Hacia la libertad por la cultura

ACADEMIC AND NON-ACADEMIC FACTORS THAT LEAD STUDENTS TO BE
SUCCESSFUL AT UNIVERSITY

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INTRODUCTION

The present paper makes reference to the factors that lead students to be successful at university. In this essay, seven factors have been considered. They were divided into two categories. The most important factors are in the first group: motivation, financial security, learning environment, methodology and assessment. On the other hand, previous academic background, time management and good counseling have been placed in the second. This classification was made in order to highlight that the first group is more remarkable than the second group. This is because motivation is the engine that makes students go for an objective. So, if you are not motivated to study, you will not succeed because you have no goals to reach, or if you do not have enough money to invest in academic needs, you will not get the books or be able to pay the tuition fee. On the other hand, if you do not manage time well, you are expected to succeed because you are motivated to study or you have a financial situation that helps you afford your studies.

This work contains the following parts: objectives, justification, body of the work, methodology and references. It has a general objective and a specific as well. The justification explains what the purpose of the investigation was and the benefits of it. The body of the work presents all the information gathered through the literature review. The methodology is compounded by all the steps followed to carry out the investigation. Finally, in the reference page are listed the sources consulted through the research.

OBJECTIVES

A. GENERAL

- ✓ Identify the academic and non academic factors that influence students' academic success at university.

B. SPECIFIC

- ✓ Show readers the importance of these factors to become academically successful.

- ✓ Help readers identify and try to enhance factors that can lead to academic success at university.

JUSTIFICATION

The importance of the present study is that it is going to favor high school students to clarify their doubts about the most suitable major when entering the university. Furthermore, the academic and non-academic factors presented here will help those students in the very beginning of their majors in order to become successful students at university. Also, it is really important to highlight that the academic and non-academic factors in this study are not the only ones that lead students to be successful at university; however, they are the most important.

Students from high school and freshmen students as well will be helped with this study. In addition to the contributions described above, the study will become useful because there is no study about the academic and non-academic factors that lead to academic success at any university. On the other hand, studies about the factors that lead to failure have already been carried out. So, in this way the integration of all the most important factors leading student to become successful in the academic field will be more than valuable.

ACADEMIC AND NON-ACADEMIC FACTORS THAT LEAD STUDENTS TO BE SUCCESSFUL AT UNIVERSITY.

Abstract

Why do people fail at a university level? Would you like to be successful at university? This study shows the academic and non-academic factors that lead students to be successful in higher education. It provides a deep analysis of the most important factors such as *motivation which can be internal or external. Financial security refers to the appropriate usage of money invested in academic needs. Learning environment involves not only the classroom but also its surrounding parts where learning takes place. Methodology and assessment is the approach to teaching and assessing students. In addition to the factors mentioned before, there is time management referring to the way students organize their time to finish school activities or personal tasks. Previous academic background talks about high school preparation, and at the end there is good counseling which emphasizes students' extra help on the psychological aspects*. This bibliographical paper will be of great help for university students to be successful by identifying the factors they can control or make good use of. Time management, previous academic background and good counseling are important; however, the most remarkable factors to be successful are motivation, financial security, learning environment, methodology and assessment as well. Having at least one or two of the four most important factors, one student will definitely succeed in college.

INTRODUCTION

`   Every year there are thousands of eager high school students trying to enter any university with the purpose of fulfilling the requirements of a major and eventually graduating. According to the Statistics Bulletin of the University of El Salvador (2009), there were 21,416 applicants to enter the UES; however, only 12,238 were admitted (p 19). Even though almost half of them are accepted, not all of these students reach their goals because of different factors they face during their studies. Anne Ditcher (as cited in Fraser and Roy, 2003) pointed out "self motivation" as the most important factor influencing academic success (p.4). Though, self motivation has a great impact to have academic success; there are other factors strictly related to it such as financial security, a good learning environment, methodology and assessment, good previous academic background and good counseling. They have been classified from the most important to the one with less influence in students' successful life at university.

In 2002 Ethan and George entered the University of El Salvador. They were classmates for two years, both with the same goal: to graduate. After two years, George dropped out and Ethan decided to stay to finish and graduate. The question is why did George drop out and why did Ethan stay until he made his goal come true? At this point we can define Ethan as an academically successful student, but what is to be successful in the academic field? One of the main goals when entering the university is completing all the courses and graduating.

"Successful students have learned to effectively balance the social and academic aspects of school, expect to succeed, and may be described as socially proficient, goal

oriented, and intrinsically motivated" (http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=academic_success). Also, the National Center for Education Statistics (2001); U.S. Department of Commerce, Bureau of the Census, (1999) found out that academic success is really important because it is strongly associated to positive outcomes: better job opportunities, broader work fields, etc. Research shows that adults with high levels of education are more likely to be employed, and to earn higher salaries. Thus, academic success may mean the difference between working at a job merely and working at a job that one enjoys (http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=academic_success).

According to Talbot (as cited in Fraser & Roy, 2003, p. 254) students' motivation plays a very determinant role on academic success, as the engine to keep on the road. Besides that, Meyer (as cited in Fraser & Roy, 2003, p. 254) says that the students' approach to studying is another factor that has a direct influence on it. Another author like Tinto (as cited in Fraser & Roy, 2003, p. 254) states that the interaction between students and the academic and the social systems of the university are closely related to academic success. Finally, McKemzie & Scheitzer (as cited in Fraser & Roy, 2003, p. 254) agree that psychosocial factors and others are likely to influence students' success at university. **So, *good previous academic background, time management, and good counseling help students to do well at university but the most remarkable factors not mentioned in a specific order when talking about academic success are: motivation, a good learning environment, methodology and assessment and financial security.***

What is a real academic success? A successful student knows a great deal more than reading, writing and arithmetic. They also say that a successful student is able to analyze, synthesize, evaluate information and communicate effectively with others. Moreover, he must be proficient in science, mathematics, computer/ technical skills, foreign languages as well as history, geography and global awareness (http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=academic_success).

MOTIVATION

The most important factor to become a successful student at university is motivation. Gardner (as cited in www.ccsenet.org/journal.html, 2009) emphasized that the motivation constructed the primary factor to influence students on English learning (p. 1). Therefore, it is necessary to have clear what aspects are related with motivation. According to H. Douglas Brown (2002) there are two kinds of motivations that lead students to succeed. This is internal and external motivation (p. 17). Students reach their academic goals not only because they want to, but also because everything around them. They are encouraged to keep on going by someone else; therefore, there is no stopping when studying.

Intrinsic motivation takes an important role for students to complete their studies. H. Douglas Brown (2002) emphasizes that internal motivation means that you are doing something because you want to do it, or because you have made your own choice to do it; it is the self determination to achieve anything that a person has set on his mind.

You do not need a reward from someone else to do well. Your success is your reward; just knowing that you have learned something pleases you. Brown also says that when people are motivated by their own wants and needs they are almost always successful. As we can see, when students are willing to reach their goals they do their best till they get what they want (p. 19).

On the other hand, there is extrinsic motivation which is the external side influencing on students' success. This type of motivation deals with external factors that surround the students. According to Kleinginna (as cited in http://www.edpsycinteractive.org/topics/motivation/motivate.html, 2001) some sources of motivational needs are: external, social, biological, cognitive, affective, and spiritual. A behaviorist would define motivation as "the anticipation of reinforcement"; the reinforcement theory is a powerful concept in the classroom. Learners like the proverbial horse running after the carrots pursue goals in order to receive externally administered reward: praise, gold star, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately, happiness.

Based on the behaviorist theory and the role of rewards in motivation mentioned above, there is the need to engage students into activities that will lead them to academic success. Another external factor that takes students to another level on the academic field is the social background. This factor has a very important role on the studies since it can create in students an attitude towards the studies and their future also towards the kind of teacher and methodology. For instance, students will pursue a goal because they expect to receive an attractive reward for performing an activity.

Students at university are motivated to study in order to receive good grades as a reward for the big effort they made.

So, it can be inferred that not only intrinsic motivation is very important when achieving goals also extrinsic motivation is a very influential factor when it comes to doing any given activity. Teachers and social environment also play an important role since it determines the student´s attitude towards the learning process.

FINANCIAL SECURITY

Another important factor that makes students succeed at university is a good financial situation. This is because it provides students with the confidence that they will have the necessary means or materials that the educational process required. Also, it makes students feel certain that every single resource will be supplied.

Students with good economic conditions have the advantage of fulfilling their academic needs easily. According to Frischenschlager et al (2005) students with a good economic situation consider themselves successful due to the availability of money. On the other hand, those with a lower economic income could not afford to pay all the supplies or to pay for the tuition. They see this as one of the reasons why they have not been successful at university. At any university; books, tuition, and other expenses normally are demanded, and if a student cannot afford to pay any of these things, it can be a holding back for him (p. 61).

But what happens when parents support is not good enough to cover all these aspects? Some students have shown that economic situation can be a determinant for them to be successful (Muhammed and Yinusa, 2008, p. 319-320). Poverty and socio economic status joined with high rate of paternal and maternal deprivation of students' academic needs may lead them to be unsuccessful. People from rural areas have financial problems to purchase necessary textbooks and working material for their kids. Also, many rural and suburban dwellers can no longer pay the school fees of their wards. These situations have promoted young school students to drop out of school to engage in subsistence farming and become housemaids (Muhammed and Yinusa, 2008, p. 319-320).

LEARNING ENVIRONMENT

Besides motivation and financial security, learning environment has an impact to lead students to be successful at university. The learning environment plays a significant role in order to become a successful student in higher education. The learning environment is the place and setting where learning occurs; it is not limited to a physical classroom. It also includes the characteristics of the setting.

First, good facilities make the learning easier, enjoyable and more effective. According to the medical-dictionary.thefreedictionary.com the learning environment is the sum of the internal and external circumstances and influences surrounding and affecting a person's learning. It can be said that it includes not only the classroom but also all the surrounding parts of the university or school where the learning takes place: the cafeteria, the library and the sport facilities where the students do their homework

assignments or where they study. The classroom size should be according to the number of students. María Montessori says that the learning environment at school or home should be limited with carefully chosen materials which encourage the child to work, stay concentrated and happy (www.acceleratedlearningmethods.com). Sprinthall (as cited in Muhammed and Yinusa, 2008, p. 320) says that the learning environment must be free of barriers such as noise, smoke pollutions because they affect the learning.

Second, the availability of good resources helps students to fulfill their needs to complete homework assignments. Bereiter & Scardamalia (as cited in www.trainingplace.com/source/research/designingenvironments.htm) consider that learners in supportive environments have high levels of self efficacy and self-motivation and use learning as a primary transformative force designing learning environments. The learning environment supported by technological resources help students to carry out their tasks. Laboratories and libraries with internet access are means students make use of to complete them. To be effective, instructional multimedia should address the unique sources for learning differences that influence success (www.educationspeakersgroup.com/j_wolf.html). Teachers and students can use internet to enhance the teaching learning process. Searching for information and content material is just a way that students and teachers can take advantage of (www.educationspeakersgroup.com/j_wolf.html). For that reason, it is important that each institution has all these facilities. The teaching-learning process turns easier and more enjoyable if there exists the advantage of updated resources.

Therefore, for an effective learning and high academic performance the academic environment must provide the tools that learners need to enhance their education. The schools must be located off zones, characterized   with smoke/gas pollutions, market centers or garages because they pose a threat to students. The schools should stimulate learning and understanding. Danesty and Okediran (as cited in Muhammed and Yinusa, 2008, p. 320) say that it has been proved that students coming from simulative environment with laboratory equipments or those that are taught with rich instructional aids, pictures and allowed to demonstrate using their functional peripheral nerves like: eyes, hands, and sense of taste performed better than those trained under theoretical and canopy of abstraction.

METHODOLOGY AND ASSESSMENT

Teachers have an impact on students when they use different methods and strategies to teach. They facilitate student's learning process and influence so that they do not drop out their studies. Moreover, classroom management as well as good assessment is also important because students not only feel comfortable in the environment they are in; but they will also be certain about the grading from the teacher.

According to Biggs's (1985) notion of dual influence makes both direct and indirect (through approaches) contributions to learning outcomes (p.152). Teachers who are aware about the different way students learn are able to facilitate their learning process. Moreover, if the teacher knows the best ways students may be in the class, it can make easier and more effective to make students work and move around the class, if necessary. For that reason, it is good to take into account classroom management.

Teachers should not see students like machines, but as humans whose only objective is to learn. So, good teaching involves getting to know the students better; identifying their needs, and becoming not only the teacher that is seen with fear and respect, but also a very good friend they can count on.

When talking about methodology, it is important to consider the side of metacognition. According to Flavell (as cited in Livingston, 1997, p.47) metacognition refers to the awareness and monitoring of one's thoughts and task performance, or more simply, thinking about your thinking. Based on this, if students are able and aware of the way they learn, they will be surely successful. Students will have to take their role seriously and consider some learning strategies to assimilate any studied topic. Good learning strategies will help students become more successful.

Students will be engaged in the educational process as long as the teacher's evaluation is fair. According to Kurtus (as cited in http://tareasdematematicas.galeon.com) students and teachers rapport plays a very important role at the moment of evaluating. Teachers can take other aspects into consideration such as student's participation in class or student's interpersonal relationship. On the other hand, if the teacher does not like any student or thinks he is a bad student, this one will be given even lower grade than the one he deserves. This is a situation, which unfortunately may be perceived not only in lower levels like high school but also at university.

Therefore, it is important that teachers are fair and give students the grade they deserve and when these do a very good job. It is even better if the teacher gives

rewards with expressions that show the student is doing a very good job. This teacher's effectiveness to evaluate students will definitely encourage students to attend classes and not let the teacher be an obstacle to finish their studies.

According to Danesty (as cited in Muhammed and Yinusa, 2008, p. 320) there are other important factors; however, they do not define the academic success of the students in a university level by themselves. These are time management, previous academic background and good counseling.

PREVIOUS ACADEMIC BACKGROUND

After the most important factors previously mentioned there are others that have an influence in students' success at university, not in a direct but indirect way. A good previous background makes a difference on the students' academic success since this is the bases of the knowledge acquired for them before getting to the university. It also helps students to identify, at early age, their skills and abilities in any field. Previous education can vary from public to private institutions.

According to the Programme International Student Assessment (PISA), home background influences academic and educational success of students and schoolwork (as cited in Muhammed and Yinusa, 2008, p. 320). Previous studies levels such as high school play a significant role at the moment to study at university since it is the beginning of the road to something bigger; in high school is when most of the students decide what to study as a major. There are several studies that reveal that high school

education can be a determinant or a sign on how students will perform at university. College students may be less equipped for college due to poor academic preparation from high school (findarticles.com). "Students with the higher entry scores to university did better than those with worse entry scores; and those students with poor results tended to leave university after a short time. In addition, students who had a history of previously incomplete education tended to do either very well or poorly" (Wimshurst & Wortley, 2005, p. 5). It is believed that public schools do not prepare students well for a university life. This is due to the fact that most of the public institutions from different countries have lack of resources or a very limited budget for education. On the other hand, private schools, since their tuition is higher, use this to provide teachers with the necessary resources to offer a higher level of education. It can be said that high school education is the rehearsal game for the bigger game. Besides preparing students for university, it also creates a habit of optimizing time in students in order to do better in the learning process.

TIME MANAGEMENT

Students who manage time at university are likely to get a chance to obtain academic success. Students who organize their time tend to be more successful at university. According to Carroll (1990) you need to take some important aspects into account in order to manage your time well. First, you need to plan everyday school activity. This means you have to establish a routine time to study for each class. For every hour you spend in class, you will probably need to study two hours outside class (p.14). Studying includes more than just doing your homework assignment. You will

need to review your lesson from each class as well as putting it into practice. Second, organizing your free time will help you to avoid procrastination. Be sure you set aside some time and activities that help you relax and take the stress out of your day or week. Activities such as playing soccer, watching your favorite television shows, or writing in a journal are examples of these activities (p. 45). Martinez & Otero (as cited in www.fissnet.org/6congreso_en/html/Example_001.doc) say that it has been proved that the social activities with family are an indicator that influence in students' performance. It may have been easy in high school to wait until the last minute to complete an assignment and still get a good grade, but that kind of behavior will not work for you in college.

On the contrary, studying during the day to sleep at night and programming learning activities on daily basis will get the best from you. It is strongly recommended to study when your body is more alert and when and where there is no interruption (www.estudiantes.info). There is no a morning person nor an afternoon person; however, there are people who learn better at a certain time. Schedule your study routine for everyday in the daytime at the same time. By studying in the daytime you will have the night to sleep. Sleep at least eight hours per night. It is advisable to sleep eight hours per night. If you sleep less there will be a moment in which the capacity to study will lessen (www.estudiantes.info).

Therefore, time management means that your study time is actually productive. Carroll (1990) says that students who organize their time appropriately tend to be more proactive and can accomplish any activity effectively (p. 49). So, if the students organize

time in a way that they may complete any activity, it will definitely help them to be successful.

GOOD COUNSELING

Teachers play a very important role in students' life in order to become academically professionals. Therefore, it is important that teachers become aware of the students attitude towards their studies and give them counseling if needed. Students who receive counseling services are more likely to stay enrolled in school, and why not the university?

Giving good counseling to students leads them to be more confident and willing to continue studying. Academic counseling involves coping with problems with classes, adjusting to college culture, understanding college systems and processes, time management issues, etc. and might include referral to campus support services like the tutoring centre or study skills classes. Teachers who take their work seriously care about the students learning and know how to handle different kind of students. It has been demonstrated that students who receive counseling show a better academic performance than others that do not get this help. A study by Lee et al (2009) revealed that students were more likely to leave schools when they experienced social and emotional adjustment difficulties (p. 1). Likewise, Nipcon et al (http://findarticles.com/p/articles/mi_qa3752/is_200905/ai_n31965570/) showed that loneliness and lack of social support were significantly related to attrition in a sample of college freshmen.

Academic counseling can help students figure out what may be impeding their academic progress. Some studies show that counseling services in colleges have been effective in easing students' personal difficulties such as depression, anxiety, and loneliness (http://findarticles.com/p/articles/mi_qa3752/is_200905/ai_n31965570/). Similarly, university counseling increases the self-esteem and develops a greater conscious about the academic success. A teacher's role is to provide support and direction, so that the student learns how to become responsible for his own learning and his personal growth. For those reasons, it is important that teachers become more serious about their work at university level. They have the possibility to make students change their mind towards the need of succeeding, leading them to failure. Teachers have to help more students by knowing their academic needs as wells as the way they feel in classes.

CONCLUSION

Academic success at university is the ultimate goal for most students. Because of that, it has been explained the factors that are closely related to success at university. So, readers will not only identify the factors they can handle and work on, but also consider them to become successful.

Motivation, financial security, previous academic background and availability of learning support programs (good counseling) are considered factors that influence in the students achievement. Academic success is a matter of great importance that teachers and students should be aware of. Every single student has his own feelings, and attitudes, toward the learning process which can work on their side or against them, increasing or decreasing their learning. Another factor that influences academic

success is the methodology applied by the teacher in the classroom. Good methodology is a very influential factor at the moment student develops all his potential since it will make a relationship between the own desire to study (intrinsic motivation) and the feeling that in the learning process is more enjoyable (extrinsic motivation). Even though there are several factors that are considered to have an impact on students´ learning process, only those students who have a strong motivation, a stable financial situation, a good learning environment, a good methodology and an objective assessment will eventually finish the major and most importantly will become truly academically successful.

METHODOLOGY

A successful research topic is the outcome of an interest in a practical problem. The selection of the research topic began with the presentation of a list of topic suggested. Then, the researchers chose 3 out of 25 suggested topics. Since in the research is developed only one topic, researchers decided to take factors which are related to academic success at university. However, the topic was too broad. At the end researchers narrowed the topic down to academic and non-academic factors that lead students to be successful s at university.

The literature search determines what information will be in the review. Researchers started scanning books, articles from internet, thesis from different libraries. Being aware of the fact that the information was enough, researchers took away some of the sources consulted because they were useless. Then, the researchers began doing bibliographic files in order to organize the relevant data to support our argument.

In order to argue successfully researchers formed and presented the case to the advisor. This means that we presented the claims logically in order to argue successfully. Hence, researchers organized the relevant information into a body of evidence that explains all the academic and non-academic factors that lead to academic success at university.

The chosen information was assembled and synthesized and at the same time analyzed to build the argument about the topic. The evidence or data gathered from different sources made us draw some claims or conclusions. In this point we decided to

take seven of the most important academic and non-academic factors that lead students to get success at the university level.

The literature critique is the culmination of the literature review. We as researchers made a detailed analysis of the current understanding about the topic. This process made us do the thesis statement:

Having done everything, the next step in the investigation was to write the review. This means to write the document to be useful for others. However, in order to do so researchers composed the piece of writing and then, this was checked to find mistakes. For example: typos, grammar mistakes and also mistakes related to content.

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PROFILE

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MAIN CAMPUS, NOVEMEBER 16TH, 2009.

INTRODUCTION

The present paper makes reference to the factors that lead students to be successful at university. In this essay, there are considered seven factors. They were divided into two categories. The most important factors such as motivation, financial security, learning environment and methodology and assessment are in the first group. On the other hand, previous academic background, time management and good counselling have been placed in the second. This classification was made in order to highlight that the first group is more remarkable than the second group. This is because motivation is the engine that makes students go for an objective. So if you are not motivated to study, you will not succeed because you have no goals to reach; or, if you do not have enough money to invest in academic needs, you will not get the books or pay the scholarship. Even, if you do not manage time well, you are expected to succeed because you are motivated to study or you have a financial situation that helps you afford your studies.

Moreover, this work contains the parts as follows: objectives, justification, body of the work, methodology and references. It has a general objective and a specific as well. The justification explains what the purpose of the investigation was and the benefits of it. The body of the work presents all the information gathered through the literature review. The methodology is compounded by all the steps used to carry out the investigation. Finally, in the references it is listed the sources consulted through the research.

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✓ Show readers the importance of these factors to become academically successful.

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<u>**OUTLINE**</u>

Thesis statement: **students who have a good learning environment, self-motivation, financial security, good previous academic background and good teaching will definitely become successful students at the university.**

1. Topic sentence 1: **Motivation is the most important factor to become a successful student at the university.**

    1.1 Supporting sentence 1: **Intrinsic motivation leads students overcome or reach their goals.**
    1.1.1   Supporting detail 1: **Your success is your reward; just knowing that you have learned something pleases you**
    1.1.2   Supporting detail 2: **You do your homework assignment because you want to learn about the topic.**

    1.2 Supporting sentence 2: **Extrinsic motivation is the external side influencing students' success.**
    1.2.1   Supporting detail 1: **Other people push you to do things. You need a reward when you have finished any task.**
    1.2.2   Supporting detail 2: **You do your homework assignment because your teacher tells you to do it.**

2. Topic sentence 2: **Another important element to take into account is the financial security.**

    2.1 Supporting sentence 1: **Students with good economic conditions have the advantage of fulfilling their academic needs easily**
    2.1.1   Supporting detail 1: **successful due to the availability of money**
    2.1.2   Supporting detail 2: **good parenting supported by strong economic home background could enhance strong academic performance.**

3. Topic sentence 3: **learning environment also plays a significant role in order to become a successful student in higher education.**

    3.1 Supporting sentence 1: **Good facilities make the learning easier, enjoyable and more effective.**
    3.1.1   Supporting detail 1: **academic environment**
    3.1.2   Supporting detail 2: **classroom size according to the number of students.**

    3.2 Supporting sentence 2: **Availability of good resources help students to fulfill their needs to complete homework assignments.**
    3.2.1   Supporting detail 1: **Technological resources**
    3.2.2   Supporting detail 2: **Good libraries**

4. Topic sentence 3**: methodology and assessment help students keep attending classes at university.**

    4.1 Supporting sentence 1: **students are definitely influenced by teacher's methodology so that they continue their studies.**
        4.1.1   Supporting detail 1: **how teachers develop their classes.**
        4.1.2   Supporting detail 2: **classroom management.**

    4.2 Supporting sentence 2: **Fair and effective assessment is another reason that motivates students keep on going until they reach their goals.**
        4.2.1   Supporting detail 1: **teacher evaluates students equally.**
        4.2.2   Supporting detail 2: **teacher effectiveness when assessing students.**

5. Topic sentence 4**: Good previous academic background contributes students to succeed effectively in any field.**

    5.1 Supporting sentence 1: **students who have previous knowledge on the area do better than students with no previous knowledge.**
        5.1.1   Supporting detail 1: **students from private educational center acquire more knowledge than those from public institutions**.
        5.1.2   Supporting detail 2: **Students' major selection is related to previous knowledge from high school.**

6. Topic sentence 6: **students who manage time at the university have a lot of benefits to get a real academic success.**

    6.1 Supporting sentence 1: **when students organize their time better they tend to be more successful at university.**
        6.1.1   Supporting detail 1: **plan everyday school activities.**
        6.1.2   Supporting detail 2: **Organizing free time will help you to avoid procrastination**

    6.2 Supporting sentence 2: **Study during the day to sleep at night.**
        6.2.1   Supporting detail 1: **Program learning activities during the daytime**
        6.2.2   Supporting detail 2: **Sleep at least eight hours per night.**

7. Topic Statement: **Good counseling at a university level is a key factor to be successful.**

    7.1 Supporting sentence 1: **Giving good counseling to students lead them be more confident and willing to continue studying.**

        7.1.1 Supporting detail 1: **Academic counseling can help students figure out what may be impeding their academic progress.**

        7.1.2 Supporting detail 2: **university counseling increases the self stem and develops a greater conscious about the academic success.**

    7. 2 supporting sentence 2: **lack of counseling creates gaps on students' understandings.**

        7.2.1 Supporting detail 1: **students do not reach the minimum requirement.**

        7.2.2 Supporting detail 2: **students are likely to fail.**

JUSTIFICATION

The importance of the present study is that it is going to favor high school students to know the factors that will lead them to succeed when choosing a major at university. Furthermore, the academic and non-academic factors remarked here will help those students in the very beginning of their majors in order to become successful students at university. Also, it is really important to highlight that the academic and non-academic factors described in this study are not the only ones; however, they are the most important.

Students from high school and freshmen students as well will be helped with this study. In addition to the contributions described above, the study will become useful because there is no study about the academic and non-academic factors that lead to academic success at university. On the other hand, studies about the factors that lead to failure have already been carried out. So, in this way the integration of all the most important factors leading student to become successful in the academic field will be more than valuable.

METHODOLOGY

A successful research topic is the outcome of an interest in a practical problem. The selection of the research topic began with the presentation of a list of topic suggested. Then, the researchers chose 3 out of 25 suggested topics. Taking into account that in the research is developed only one topic we decided to take factors which are related to academic success at the university. However, the topic was too broad. At the end we narrowed the topic down to academic and non-academic factors that lead to academic success at the university.

The literature search determines what information will be in the review. Researchers started scanning books, articles from internet, thesis from different libraries. Being aware of the fact that the information was enough, researchers took away some of the sources consulted because they were useless. Then, we began doing bibliographic files in order to organize the relevant data to support our argument.

In order to argue successfully researchers formed and presented the case to the advisor. This means that we presented the claims logically in order to argue successfully. Hence, researchers organized the relevant information into a body of evidence that explains all the academic and non-academic factors that lead to academic success at the university.

The chosen information was assembled and synthesized and at the same time analyzed to build the argument about the topic. The evidence or data we got from different sources made us draw some claims or conclusions. In this point we decided to take seven of the most important academic and non-academic factors that lead students to get success at the university level.

The literature critique is the culmination of the literature review. We as researchers will make a detailed analysis of the current understanding about the topic. This process made us do the thesis statement:

Having done everything, the next step in the investigation will be to write the review. This means to write the document to be useful for others. However, in order to do so researcher composed the piece of writing, then this will be checked to find mistakes. For example: typos, grammar mistakes and also mistakes related to content.

Graham and Weiner (1978), formerly a social studies and English teacher at a junior high school, and an associate professor in the Graduate School of Education at the University of California, Los Angeles (UCLA), respectively, have shown that teachers tend to sympathize with students. Whose failure they attribute to lack of ability, while they get angry with students who **fail for lack of effort**. Students read the implicit message in these emotional cues the same way.
(pag. 11)

Thomas, like other researchers, finds feedback to be a critical support. The more individual **students receive written comments from their teachers**, the more inclined they are to develop study aids, such as note taking, Thomas said. **The more thorough the feedback on quizzes and homework, the more likely they are to manage their study time effectively and to take the initiative for their own learning**. **Thomas cautions, however, that it will not be easy to rid the nation's classrooms of compensatory practices. "These practices may ensure that students succeed in a course to some degree," he said. "Removing these compensations carries with it a great risk of student failure and, by extension, teacher failure. . . We cannot expect teachers to act in ways that will increase** the risk of student failure (increasing homework, raising standards, dropping compensations) unless and until we are able to demonstrate to them that other provisions (feedback, articulated practice material, study-skills training) will offset the risk they anticipate."
(pag. 14-16)

Students in full-time employment are limited in their own interests to two subjects per semester. To attempt more is to run the risk of failure. It follows that for part-time students the duration of the Bcom (Bachellor in Commerce) pass degree is six years, but the maximum length of the course is limited to eight years. In arranging their courses and selecting their subjects, part-time students should pay close attention to the rules governing the order in which particular subjects can be taken. It is no longer possible to arrange timetables so that part-time students can always attend lectures at convenient times, and there will inevitably be occasions when they have to obtain leave of absence from their employer. If at all possible, students are urged to take at least one year of their course full-time.
(pag. 14-17)

The variables included in these factors are: the non-academic variable which are: motivation, interest and dedication by the students toward the career they were studying. The purpose of this area was to determine to what extend all these non-academic factors influenced the student's subject failure at the School of Arts and Sciences of the University of El Salvador semester I-2000.
(pag. 18)

Some psychologists such as Krashen suggest that a number of affective variables play a facilitative, but non casual role in second language learning. **These variables include: motivation, self-confidence and anxiety**. **Krashen claims that learners with high motivation, self-confidence, a good self-imaged and a low level of anxiety are better equipped to success in second language acquisition. Low motivation, low self-esteem and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for learning**. (Page3)

For that reason, the research on motivation, self-esteem and anxiety as possible factors that influence in the students´ English speaking is of great importance, since in the classroom every single student has its own feelings, and attitudes, those can work on their side or against them, increasing or decreasing their learning. And it can be stated that the learning process of a second language and the affective side of learners are related since human beings can be stimulated to be effective at communicating in English. (Page 7)

The **learning of a language is an emotional experience, which is why feelings that the learning process evoke will have a positive (success) or negative (failure) impact on the learning**. The way in which the learner perceives (sees) the learning experience will affect the learning process. **If learning is seen as an enjoyable and satisfying experience, learning is more likely to happen. On the contrary, if learning is seen as a difficult or uninteresting experience, learning will have a negative impact which will result on students´ failure**. **That is why Humanistic theory in psychology has placed great importance on emotions and feelings**. Because of that is relevant to mention specifically the affective factors (motivation, anxiety and self esteem) that this study focuses on. (Page 9)

Low motivation, low self esteem, and debilitative anxiety can combine to raise the affective filter and form a "mental block" that prevents comprehensible input from being used for learning. In other words when the filter is up it impedes language acquisition. This hypothesis also examines outside factors that made affect Second Language Learning. These include various societal and emotional issues. Krashen notes that students can be affected by levels of motivation, self confidence, and anxiety. While inputs may be the direct avenue to language learning, these affective qualities can impede or facilitate the input delivery. Thus, Second Language Learning classrooms should not only tailor pedagogical techniques to supplying comprehensible input for all students but also creating an environment that encourages a low affective filter. Part of language learning, then, is the formation of safe, caring environment of learning.

Now it can be deeply defined the three factors that are significant in this research. The first affective factor to define is motivation. The role of motivation in Second Language Learning has been the subject of extensive scholarship, closely influenced by work in Motivational psychology . **Some research has shown that motivation correlates strongly with proficiency, indicating both that successful learners are motivated and that success improves motivation**. The word motivation is derived from the Latin verb "movere" and means to move (Pintrich & Schunk 2002, p.5).

Everyone associated with education agrees that motives are inner psychological drives that impel people to action. Or, to put it another way, psychologists have invented the concept of motivation to account for certain observable behaviors. These behaviors are more readily observed and therefore more easily accounted for when they relate to physical needs such as hunger and shelter than when they relate to abstracts concepts such as the motivation to learn. Motivation from a developmental viewpoint mainly refers to Piaget on the one hand and to Vigotsky´s research. (**pag. 11**)

Moreover, Gardner (Gardner 1994, p.361) states that a specific L2 learning motivation is **"the combination of effort plus desire to achieve the goal of learning the language". Motivation to learn a second language is seen as referring to the extend to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Thus, a motivated individual shows favorable attitudes toward learning the language** (Gardner 1994, p.361). (**pag. 12**)

High level of illiteracy, poverty and low socio-economic status coupled with high rate of paternal and maternal deprivation of student academic needs, which was necessitated by poor socio-economic situation of the country has thrown many farmers and old rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. Also many rural and suburban dwellers can no longer pay the school fees of their wards. These ugly situations have promoted young school students to dropout of school to engage in subsistence farming and become housemaids or engage in other menial jobs to support their academic pursuit. (**pag.1-2**)

country has thrown many farmers and old rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. Also many rural and suburban dwellers can no longer pay the school fees of their wards. These ugly situations have promoted young school students to dropout of school to engage in subsistence farming and become housemaids or engage in other menial jobs to support their academic pursuit. Hence, many students have since taken schooling as a secondary assignment and school attendance on rotational basis. The resultant problem posed by this, is poor academic performance in school examination like National Examination Council (NECO) and West African Examination Council (WAEC).

This trend is posing huge problems to parents, governments, political parties and stakeholders in education. This study thus examines the socio-economic factors responsible for the poor academic performance of secondary school students in Ido Local Government area of Oyo State Nigeria.

Basic issues
Home background: Home background according to PISA influences academic and educational success of students and schoolwork, while socio-economic status reinforces the activities and functioning of the teachers and students.

From the above, it is revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child. On the other hand, where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school fee, purchase books and uniforms, such child may play truant, thus his performances in school may be adversely affected (Shittu, 2004).

Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predicts academic performance where the child is properly counseled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street labouring to make ends meet.

Danesy and Okediran (2002) lamented that street hawking among young school students have psychologically imposed other problems, like sex networking behaviour, juvenile delinquent behaviour, which takes much of the student school time that necessitated the poor academic performance and drop out syndrome noticed among young school students. Nevertheless, they also lamented that the maternal and paternal deprivation of the essential needs of the young students have prompted their poor performance in public examination, such as JSSCE, WASC and NECO.

Learning environment: The learning environment that is free of barriers, or obstacles or distractions such as noise, gas/smoke pollutions and so on can constitute health hazards, which in turn affects or reduces students concentration or perceptual or conceptual focus to learning (Sprinthall, 1987). Markets and garages located near school have always posed a threat to students. Noise and pollution from these sources have always endangered students' life and concentration. Therefore, for an effective learning and high academic performance, schools in both rural and sub-urban and urban areas should be located off zones, characterized with smoke/gas pollutions, market centers or garages. As conducive learning environments stimulate learning, understanding and high perception.

Other factors according to Danesty (2004), complimenting environmental and socio-economic factors to produce high academic achievements and performance include good teaching, counseling, good administration, good seating arrangement and good building. Dilapidating buildings, lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive. Danesty, however, lamented that the innovative environment do stimulate head start learning and mental perception, not only that, it is has also been proved that students that come from simulative environment with laboratory equipments or those that are taught with rich instructional aids, pictures and allowed to demonstrate using their functional peripheral nerves like, eyes, hands and sense of taste performed better than those trained under theoretical and canopy of abstraction. Thus, teaching and learning should be done under organized, planned and fortified environment with learning instructional aids to stimulate students' sense of conception, perception and concentration to facilitate systematic understanding and acquisition of knowledge in them. In sum, a combination of a healthy family background living in good environment plus the child being educated in a conducive environment with a fortified learning or instructional aids or motivational incentives will prompt academic performance and lack of it will retard academic performance.

Poverty: The United States Department of Education (2000) found in a study that the relationship between poverty and students performance is not simple and direct. It concluded that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts. However, the study concluded that poverty alone does not account for all the differences in the performance of the students. Johnson (1996), opined that poverty of parents has elastic effects on their children academic works as they lack enough resources and funds to sponsor their education and good school, good housing facilities and medical care and social welfare services. Mba (1991) lamented that poverty of the parents has made education and learning impossible for children especially disabled children in the rural areas. He lamented that poverty has further caused other problems, such as disease, frustration, poor performance and psychological problems and so on.

(pag.3)

The study was an attempt to find out the relationship between the indices of socio-economic factors and students academic performance in a local survey in Oyo State. The results of the study reveal the following:

That schools are poorly funded and managed by government to facilitate high academic performance by students.

Low income of parent is a major impediment to academic success and development on the part of the students.

Student academic performance is predicted by a chain of socio-economic factors resident in parents, family network and government inconsistent nature of implementation of its policies and funding of schools.

Based on the above, the following recommendations are hereby proffered. Firstly, government should increase allocation of funds to provide for more amenities to facilitate learning in the schools.

Secondly, parents should be sensitized on the need to make education of their children and wards a priority in the face of the present economic predicament by adequately providing for their school materials.

(pag. 5)

Academic success

Looking first at success items, both students and academics rated **"self motivation" as the most important factor influencing academic success**. However, the items rated second ("fair and appropriate assessment") and third ("well structured presentations by lecturers") in importance by students, were rated lower by academics, relative to other items, being ranked fifth and 11th respectively. At the other end of the scale, **three items "financial security", "previous academic background" and "availability of learning support programs" were rated lowest by both students and staff, giving rankings of 17th, 18th and 19th, respectively. A rank-order correlation was calculated for the student and lecturer rankings for success items, giving a correlation coefficient** (Spearman's rho) of 0.672 which is statistically significant (p<.01). Thus, although there were notable differences in rankings for some success items, overall the amount of agreement between student and staff rankings was reasonable**. (pag. 4)**

The 12 success items on which the difference between student and staff ratings was statistically significant fall into two groupings: factors that describe student characteristics or what students do, such as "self motivation", "consistent effort" and "general academic ability"; and factors that are external to students, such as "fair and appropriate assessment", "availability of resources" and "clear and informative course outlines". Students rated nine of the 12 items higher than academics, and all of these items fell into the second grouping of factors. The remaining three items, which were the ones which staff rated higher than did students, fell into the first grouping. Thus students were more likely than academics to see factors external to themselves as more important to academic success; conversely, academics were more likely than students to see factors which depended on student characteristics as important influences on success. These findings are consistent with those of Killen (1994).

The importance placed by students on "well structured presentations" in academic success (ranked 3rd, compared to academics' ranking of 11th) is of concern to academic staff, as it may indicate that students are taking a passive stance towards their education. This finding is not consistent with the findings of the earlier survey (Killen, 1994) in which a similar item was ranked 24 by students and 28 by academics (out of 40 items). Equally of concern is the low relatively rating, relative to other items, by students of regular lecture attendance, which seems at first sight to be a contradiction of the value they place on lecture presentations.

Again this is not consistent with Killen's findings, in which students rated a similar item 8th in order of importance. A recent study at the University of Canterbury investigated lecture attendance and found that less than a third of the 168 students surveyed had attended all of their lectures the previous week (Hunter & Tetley, 1999). Thus student behaviour appears to reflect the value students place on regular lecture attendance. Eight out of ten of the students who missed one or more lectures 'made up' the work by getting notes from friends and photocopying them (Hunter & Tetley, 1999). **(pag. 5)**

Top Ten Tips for Success at University

1. **Location, location, location...**
Serious about getting work done? Find a good location. Use the libraries, study rooms, or empty classrooms.

2. **Make It a Habit: Do Coursework Every Day**
Cramming is *not* conducive to understanding and retaining large amounts of information. Time on your courses each day is the best way to learn. Use the time between classes to stay on top of readings.

3. **Help Exists! Seek It Out and Improve Your Grades**
Whether you're an 'A' student or a 'D' student, you can strengthen your skills. Check out SDC's Learning Skills Services. Get to know your professors and tutorial assistants. Use study guides and help centres.

4. **Write It Down**
Use a day planner or wall calendar. Plan time for coursework. Plan ahead for assignments and exam periods.

5. **Get Energized - Eat, Exercise, Sleep**
Fatigue and stress weaken memory and comprehension. Eat properly, exercise regularly, and get adequate sleep.

6. **Perform Like a Pro: Go to Class Prepared and Take Thorough Notes**
Don't miss class. Someone else's notes aren't going to be as good as having gone to the lecture yourself. While taking notes, listen for emphases and examples. Questions after the lecture? Go to your professor's or tutorial assistant's office hours. Learn as you go and you won't find yourself unprepared the night before an exam.

7. **Lectures and Textbooks: What's the BIG Picture?**
University learning requires understanding how pieces of information fit together to form a "big picture." Use course outlines, tables of content, and headings and subheadings to organize information.

8. **Do Something to Remember Key Information**
Be active! Generate examples, create mnemonics, make summary notes, identify key words, highlight textbooks, or add margin notes. Improve your memory by being creative and interested.

9. **Think You'll Remember Key Points? Prove It.**
No matter how well you understand something, without practice forgetting will occur. **Before** a test, recall information *without* looking at notes or textbooks and by doing practice questions.

10. **Be Test Smart**
Don't lose marks because of test-writing errors. Use strategies to tackle different types of tests (e.g., multiple-choice). Read instructions, budget time to marks, and do less difficult questions first to build confidence.

Year:	Catalog call number:
Text: Article	Periodical:
Title: Ten Tips You Need to Survive College	Journal:
Publisher: http//frank.mtsu.edu/studs/10tips.html	Volume:
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Ten Tips You Need to Survive College

1. If you haven't already registered, **try not to schedule back to back classes**. You'll wear yourself out besides missing the best times to study--right before and right after class.
2. **Begin the first day of class.** Know what's expected of you Take notes from the first day even if it's routine stuff you think you already know.
3. **Establish a routine time to study for each class**. For every hour you spend in class, you will probably need to study two hours outside class. Studying for each subject should be at the same time, same place, if possible. Study includes more than just doing your homework. You will need to go over your notes from by class, labeling, editing, and making sure you understand them. Study your syllabus daily to see where you are going and where you have been. Be sure to do reading assignments. (Don't put them off just because there's not a written assignment.) Read ahead whenever possible. Prepare for each class as if there will be a pop quiz.
4. **Establish a place to study.** Your place should have a desk, comfortable chair, good lighting, all the supplies you need, etc., and of course, should be as free of distractions as possible. It should not be a place where you routinely do other things. It should *your study place*.
5. **Do as much of your studying in the daytime as you can.** What takes you an hour to do during the day may take you an hour and a half at night.
6. **Schedule breaks.** Take a ten minute break after every hour of study. If possible, avoid long blocks of time for studying. Spread out several short study sessions during the day.
7. **Make use of study resources on campus**. Find out about and use labs, tutors, videos, computer programs, and alternate texts. Sign up for an orientation session in the campus library and computer facilities. Get to know your professors and advisors. *Ask questions*. "I didn't know," or "I didn't understand" is never an excuse.
8. **Find at least one or two students in each class to study with**. Studies show that students who study with someone routinely make better grades. You will probably find yourself more motivated if you know someone else cares about what you are doing in the class. Teaching a concept or new idea to someone else is a sure way for you to understand it. Studying in a group or with a partner can sometimes become too social. It is important to stay focused.
9. **Study the hardest subject first.** Work on your hardest subjects at a time when you are fresh. Putting them off until you're tired compounds the problem.
10. **Be good to yourself.** Studying on four hours of sleep and an empty stomach or junk-food diet is a waste of time. Avoid food and drink containing caffeine just before or just after studying.

Year:	Catalog call number:
Text: Article	Periodical:
Title: what-factors-contribute-to-academic-success-in-children	Journal:
Publisher: http://www.wisegeek.com/what-factors-contribute-to-academic-success-in-children.htm	Volume:
ISBN:	Issue:
Dewey decimal system number:	Pages:

The broad stroke issues that can influence performance in school include socioeconomic status, parenting, amount of time spent with children, quality and quantity of time spent away from primary caregivers, degree of physical and mental health, and effects of peer relationships. Other things that may influence academic success include motivational and well-trained teachers, parental expectation, reading at age appropriate levels, and meeting of nutritional needs. Each child is also an individual and needs to be addressed as such in the home and any daycare setting in order to help the child fully succeed in school.

Probably one of the greatest determining factors in academic success is parental involvement and parental motivation. About 70-90% of children who get As or Bs in schools report they are encouraged by parents to do well in school. This alone may help children understand that school is important. Such parents may also be around to help with homework, occasionally volunteer at school, and they attend any conferences or meetings with teachers. In contrast, children who earn Cs or lower, at least in one study, report at about 49% that parents do not encourage them. Schools also regularly report that better performance and academic success is more likely when parents are actively involved in their child's education.

Socio-economic indicators for academic success in children tend to exclude the children — about 19% in the US — who live in poverty. Middle class and upper class children tend by in large to get better grades, while children from poorer families, especially the poorest, are more likely to repeat grades. Traumatic events, abusive parenting, the impact of violence, and being parented by a single parent frequently correlates to lower grades. In the last instance, what seems to most determine academic success is the degree to which a single parent has time to share with children, since the single parent in most cases must work at least full time to support his or her family. It is clearly the case that many single parents do very well with this, and are able to balance the needs of work and family and be extraordinary parents.

Regular school attendance tends to produce more successful students. A frequent absence, due to illness, disruptive home life, or chronic conditions negatively affects academic success. Peer relationships, especially when instances of bullying occur, can affect both attendance and academic success, so both parents and educators must be vigilant to potential bullying or abusive situations in the school setting.

This short list is only part of the factors that create academic success. There are clearly many things that will affect student performance, and it takes fine teachers, great schools, and good parents to help each child progress.

1. The main student characteristic identified as a determinant of academic success at university is **students' previous academic achievement**. Students who perform well academically in high school or even primary school perform well academically at university. (**Pag. 5**)

2. **Gender is another characteristic linked with scholastic achievements at university**. In Australia, it is generally suggested that female students obtain higher grades than their male counterparts. (**Page 8**)

3. **A student's age may also affect their performance at university**. Most research suggests that older students have higher grades than younger students. For example, Didia and Hasnat (1998), Douglas and Sulock (1995), Gramlich and Greenlee 1993) and Borg *et al.* (1989) indicate that older students obtained higher grades than younger students at universities in America. Likewise, De La Harpe *et al.* (1997) and Smyth *et al.* (1990) report that tertiary grades were positively correlated with students' age in Australia. However, like the findings regarding gender, the impact of students' age on their grades at university is reported to be fairly minor. A number of studies indicate that for every one year increase in students' age, average marks at university increase by only two to four percentage points (see Borg *et al.*, 1989 and Didia and Hasnat, 1998). (**Pag. 10,11**)

The findings suggest that a range of social and environmental factors can increase the chances that an African- American male will make good grades in school. Various life experiences

related to socioeconomic factors, juvenile justice system involvement and youth enrichment activities demonstrated a statistical relationship with African- American male academic achievement.

Not surprisingly, African-American males who were reared in homes with more financial resources had increased their odds of performing well in school. African Americans are more likely to live in poverty than any other race, with poverty rates at greater than three times the rate of whites. African Americans also had the greatest wealth gap, suggesting that their finances are more sensitive to national economic trends. **Notably, all datasets explored contained a respectable number of African-American males with high academic marks at every socioeconomic level**. **The higher than expected number of black males from poor homes with good academic marks suggests that protective factors, such as involvement in youth enrichment activities, can offset financial disadvantages.**

With recent concerns about the status of urban education, **one might expect black students in urban environments to have the lowest academic marks. Contrarily, analysis of the HBSC dataset revealed that black students in urban environments had the highest levels of academic achievement and black students from rural environments had the lowest levels**. Several factors could be responsible for this finding. First, despite problems with crime, urban areas have the wealthiest black families, whereas rural areas have some of the poorest black families. Second, findings may reflect an all or nothing phenomenon in urban centers, where families' lives may be extremely socially enriched or extremely destitute. The polarized differences in the life circumstances of urban black students might conceal some of the social and environmental disparities in urban schools. Finally, rural areas have fewer opportunities for social and cultural enrichment such as museums, festivals and concerts. Notably, the NSDUH dataset found no differences in academic achievement based on population density.

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Indeed, **a substantial body of experimental and field evidence indicates that extrinsic motivation (contingent rewards) can sometimes conflict with intrinsic motivation (the individual's desire to perform the task for its own sake).** In a now classical experiment (see Deci, 1975), college students were either paid or not paid to work for a certain time on an interesting puzzle. Those in the no-reward condition played with the puzzle significantly more in

a later unrewarded "free-time" period than paid subjects, and also reported a greater interest in the task. This experiment has since been replicated many times, with numerous variations in design (*e.g.*Wilson, Hull and Johnson, 1981) and in types of subjects. For instance, similar effects were found for highschool students in tasks involving verbal skills (Kruglanski, Friedman and Zeevi, 1971), and for preschool children in activities involving drawing with new materials (Lepper, Greene and Nisbett, 1973). In daily life, parents are quite familiar with what we shall call the "forbidden fruit" effect: powerful or salient constraints employed by adults to enforce the prohibition of some activity often decrease the child's subsequent internalization of the adults' disapproval.1 Kohn (1993) surveys the results from a variety of programmes aimed at getting people to lose weight, stop smoking, or wear seat belts, either offering or not offering rewards. Consistently, individuals in "reward" treatments showed better compliance at the beginning, but worse compliance in the long run than those in the "no-reward" or "untreated controls" groups. Taken together, these many findings indicate a limited impact of rewards on "engagement" (current activity) and a negative one on "re-engagement" (persistence).

Internal and External Motivation

Now you're going to learn two important terms that will help you to understand yourself and to become more successful in the future: *internal* motivation and *external* motivation.

Self-motivation is internal, and motivation from others is external. Internal motivation means that you are doing something because you want to do it or because you have made your own choice to do it; you don't need a reward from someone else to do well. Your success is your reward; just knowing that you have learned something pleases you. Research has found that when people are motivated by their own wants and needs they are almost always successful.

External motivation is when other influences, such as teachers or school requirements, push you to do something. In this case, you often need to receive rewards, such as good grades, high scores, and praise. Without rewards, you may not be motivated enough to study English very hard. People who are motivated by outside influences are usually not so successful, because their reason for learning does not come from inside them.

Examples of internal motivation

- You decide to clean up your room because you want it to be neat.
- You do your homework assignment because you are interested in the topic
- You finish your company's project because you can learn from it.
- You don't smoke cigarettes because they are unhealthy for you.
- You buy a new car because you really need one and can pay for it.
- You take English so that you can understand people in many countries.

Examples of external motivation

- You clean your room because your parents tell you to do it.
- You do your homework assignment because your teacher tells you to do it
- You finish a project on time to please your boss.
- You smoke cigarettes because many people around you smoke.
- You buy a new car because a TV ad tells you you must have a new car.
- You take English to pass an entrance exam.

High School Performance

Students' performance in high school, their marks in mathematics ($P<0.001$), physics ($P<0.001$), chemistry ($P<0.001$), and English ($P<0.001$), significantly influenced their success in the first year of medical studies. Table 1 presents medians and means of the grades in the abovementioned subjects, both for the "very successful" and for the unsuccessful" groups. If the school marks served as a predictor for study success, 85% of the very successful but only 50% of the unsuccessful students would be assigned to the accurate group. In total, 66% of the freshmen would be allocated properly. In Austria, pupils are obliged to repeat the whole school year under certain circumstances (e.g. "5=insufficient" in two subjects). The mean of class repetitions was 0.04 in the group of the very successful, and 0.12 in the group of the unsuccessful students ($P=0.047$).

Economic Situation
Very successful students saw their financial status more optimistically ($P=0.003$). Moreover, very successful male students seemed to be more content with the money that they had at their disposal than the unsuccessful ones ($P=0.030$) and they were more confident with regard to their financial situation ($P=0.002$). All of the other variables used to assess the students' economic situation did not show significant influence on study success

Living Conditions (including Residence and Family Status)
The two groups analyzed showed no differences in their place of residence (including having an apartment of their own) or the distance of their residence from that of their family. Significant differences between groups in having children or other family commitments were not established

Most analysts—and we include ourselves here—have strong prior opinions about the academic implications of students working while they are going to school full time.

Simply put, **the consensus seems to be that: (a) working "too much" must have a negative influence on academic success, whether defined as grades or persistence; and (b) working a small number of hours is not harmful. These theoretical inclinations aside, it is clear that full-time students are working more than they ever have before**. Not only is a greater than ever proportion of Canadian students working, but the average number of hours that they work has steadily increased, up to an average of 16.5 hours per week in 2004–05.

The policy question is whether the increase in work is making it more difficult for students to succeed in school. This question is difficult to answer. Students might be increasing their work hours for a variety of reasons. The primary reason, however, is probably that other options for meeting post-secondary costs are unavailable or undesirable. Families are saving less than before, loan limits can leave borrowers without enough to meet their financial needs and grants are not easily found. At the same time, some students work to fund expenditures that are highly desirable but not strictly necessary—goods that simply make life outside of school more enjoyable. And still other students work because the jobs they hold are related to their studies and their future careers. In our statistical models, which made no adjustment for the bias that might be created by unobservable variables (such as motivation), we found a small negative impact of hours worked on the probability of academic persistence. We then argued that the bias in these coefficients was likely positive, meaning that the coefficient we estimated was likely to be less negative than it should be. If that argument is accepted, then the negative effect of work on persistence is even greater than our results suggest. We want to be careful not to overstate the strength of our conclusion that there is a negative relationship between the intensity of paid work by post-secondary students and their academic success. The relationship we are studying is the link between hours worked and *average* academic success, much as studies of the rate of return to education focus on the link between years of education and *average* future earnings. Students vary widely in their circumstances, aptitudes and personalities. Among those who work any given number of hours (say, 15 hours per week), there is considerable variation in academic success around the average level. We cannot say that any one student should stop working because working is harming his or her grades. Our finding is more of a general warning signal— a warning that working among post-secondary students has increased to historically high levels and is harming the academic success of some students.

The policy implication of our work and our reading of others' work is that the observed increase in the hours worked by full-time students is probably having a detrimental impact on their academic success. This implication is all the more pertinent given that the rapidly changing economic conditions we are currently experiencing may lead more students to work (in the face of, for instance, declining family savings and pressures on government spending that subsidizes the costs of PSE). **We believe that what is needed here is a mechanism to provide financial**

support to students who find themselves jeopardizing their academic success because of their need to work while in school. Because students cannot accurately predict both how to meet their financial obligations and how to succeed in school, some will decide to work, for example, rather than take out a student loan. But some of these students will find themselves running into trouble when their paid work conflicts with their studies. Being able to borrow *when they run into trouble* would resolve their difficulty.

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Looking at the means associated with these significant results indicates the following: Women received better results than males; indigenous students received worse results than other students; students who deferred payment of their HECS received worse results than other students; students enrolled in external mode received worse results than internal students and those enrolled full-time; older students tended to get better results than those younger; **students with the higher entry scores to university did better than those with worse entry scores; and those students with poor results tended to leave university after a short time. In addition, students who had a history of previously incomplete education tended to do either very well or poorly** (that is, the relationship between this variable and academic results was bimodal). The student risk factors identified here and their implications have been discussed at length elsewhere (Wimshurst & Wortley, 2005).

Some of these factors have fairly strong confirmation in the (limited) literature on undergraduate success and failure. For example, the finding that external students had significantly higher failure rates than internal and full-time day students has been reported often (for a broader discussion of the challenges faced by external students, see Brown, 1996). Again, the finding that students with poorer entry scores were much more likely to experience failure (F and FNS) has been reported in other Australian studies (Dickson, Fleet & Watt, 2000; McKenzie & Schweitzer, 2001; McKenzie, Gow & Schweitzer, 2004). Interestingly, factors such as foreign language mainly spoken in the home, or student disability, that might be seen as indicative of disadvantage, did not display any relationship with academic failure.

First, the subjective nature of grading is in evidence in the marked variation among Schools in the awarding of grades. There is clear evidence that Schools across the Faculty had differing conventions and expectations – cultures if you will -- about what constitutes high and low achievement. **The results from the analysis showed that in terms of institutional factors, the School in which a student was enrolled was the best predictor of their grades**. It is not plausible that the large differences in proportions of high and low grades awarded represent true variations in the respective 'quality' of students in those Schools. Mechanisms in the form of assessment boards at School and Faculty levels were clearly in evidence at the time, and processed (that is, approved) these significantly different results. One conclusion then might be that the mere presence of quality assurance processes certainly does not necessarily guarantee equitable outcomes.

Every child has the capacity to succeed in school and in life. Yet far too many children, especially those from poor and minority families, are placed at risk by school practices that are based on a sorting paradigm in which some students receive high-expectations instruction while the rest are relegated to lower quality education and lower quality futures. The sorting perspective must be replaced by a "talent development" model that asserts that all children are capable of succeeding in a rich and demanding curriculum with appropriate assistance and support.

Historically, **children from poverty have been disproportionately placed at risk of academic failure (Natriello, McDill, & Pallas, 1990). Along with poverty, researchers also have associated an individual's status as a racial or cultural minority with academic risk (Gordon & Yowell, 1994; Natriello, McDill, & Pallas, 1990).** Beyond such individual factors, schools that serve children of poverty and of color also may introduce risk factors by failing to provide a supportive school climate, by institutionalizing low academic expectations, or by delivering inadequate educational resources. Finally, academic risks may be associated with the potential discontinuity, or "lack of fit," between the behavioral patterns and values socialized in the context of low-income and minority families and communities and those expected in the mainstream classroom and school contexts (Boykin, 1986; Delpit, 1995; Gordon & Yowell, 1994; Taylor, 1991). For instance, Fordham and Ogbu (1986) argued that because African Americans have had limited opportunities in America, they developed an "oppositional" culture that equated doing well in school with "acting White" or "selling out." Therefore, individual characteristics, school characteristics, and the interactions between individual and school characteristics all may contribute to a student's risk of academic failure.

A substantial amount of work on resilient children has focused on historically disadvantaged minorities of low socioeconomic status. In particular, educational researchers have devoted considerable attention to academically successful African American students (e.g., Clark, 1983; Connell, Spencer, & Aber, 1994; Taylor, 1994; Winfield, 1991). **This focus is understandable, in that minority students tend to be impacted by poverty and other risk factors with a greater frequency than White students**. Researchers such as Taylor (1994) have pointed out additional risk factors associated with being an African American, including daily experiences of discriminatory behavior from individuals and institutions, and political, occupational, and residential restrictions motivated by race. Nevertheless, no known research has explicitly contrasted whether the characteristics of resilient minority and majority students may differ.

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The human desire for learning, and its consequence of achievement, can overlap into every sphere of an individual's life. Although it is quintessentially human to think and make meaning of life, at times, this natural urge to learn, can be suppressed, by external factors. Many times these external factors cannot be controlled by any one human being. It is for this reason that the task of learning in the generic situation cannot be shouldered by the individual himself, but must be shared by his community and his caretakers, which includes all figures and forms of authority in the individual's life. The journey of leading an intellectual soul to the moment of fruition; its self-actualization, is not just treacherous, but at times impossible. However everyone will have a distinctive role to play in society and within their unit of existence, and their path to success must be carved out to accommodate their special needs as well as their distinctive talents. Currently there is hue and cry about the inability of high schools all over the US, to capitalize on the tremendous academic potential of US school goers. In this essay it is discussed what sort of strategies and tools may be used to improve this statistic, and how effective these methods may be.

In order to understand ways to combat the problem of spreading academic mediocrity in the US, we need to first comprehend the causes behind this pandemic. The first cause of consequence which leads to greater academic inequality is the social stratification that exists today in the US.

Income disparity and the burgeoning immigrant population are significant hindrances to ubiquitous academic success. Current statistics show that senior Hispanic and African-American students academically perform worse than Caucasian eight-graders, considering that by 2020 the American workforce will be only 63 percent Caucasian, this makes for a troubling afterthought (Sailer). The most disturbing aspect of this information is that these population groups form the majority of the lowest income group in America, making their underperformance just a phase in the self-perpetuating cycle of under-achievement and poverty. Any targets set to break this cycle must include strong involvement from the government, and increased spending to improve academic performance in the immigrant populations. Additionally Asian immigrants, including East Asians and South Asians, have academic success rates better than even Caucasians; therefore, their case studies could prove as important lessons for improving the situation of the underperforming Hispanics and African-Americans. It is a well-known fact that Asians receive more stringent lessons in importance of education than any other population group; they have strict academic regimes, education is of paramount importance in Asian households, as is reward based learning. Furthermore Asians have much tighter family units with lesser emphasis on privacy, parents routinely invade their children's lives in fact actively making critical decisions for them at times. These patterns have a

historical precedence to justify them; the case of the post-Holocaust Jewish households in America (Rury 7), where exactly these patterns led to a remarkable and against-the-odds surge in the academic achievements and consequent power quotient of the American Jewish community; these patterns should be amplified and implemented in all American households to reproduce similar results.