ACADEMIC AND SOCIAL ELEMENTS' EFFECTS ON STUDENTS' EDUCATION AND PERFORMANCE: A COMPREHENSIVE REVIEW

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ABSTRACT

Understanding the multifaceted influence of both academic and social elements on students' education and performance is essential for educational policymakers, administrators, and educators. This review provides insights into the interplay between these factors, highlighting the need for comprehensive approaches that address both academic and social dimensions in educational settings. This paper comprehensively reviews the effects of academic and social elements on students' education and performance. It explores the dynamic relationship between academic factors (such as curriculum, teaching methods, and resources) and social factors (such as peer relationships, family dynamics, and socio-economic background) in shaping students' educational experiences and outcomes. Research highlights the importance of a well-structured curriculum that is aligned with students' developmental needs, providing appropriate challenges and opportunities for growth. By recognizing the importance of a balanced and supportive environment, stakeholders can implement targeted interventions and initiatives to maximize students' educational experiences and promote their overall success.

Keywords: Academic Elements, Curriculum, Teaching Methods, Social, Economic, Educational Outcomes, Teaching Strategies.

Introduction

To make any kingdom exceptionally good, education is essential. A great outcome for students' lifestyles and a tool that supports their existence may be produced with the aid of instruction by the institution and the instructor. According to psychology, even if it's a teacher or professor, a person can't have a good conversation with an unfamiliar individual. According to Archer & Cooper (1998) and Davis & Humphrey (2000), effective university counseling services today include excellent student outreach, a close connection to the organization's educational mission, and proof that they have helped students succeed academically. Counseling is also very helpful for student retention in exams. Through preventative programmes intended to increase student retention, counseling services can better assist schools and institutions in achieving their goals. Institutions continue to focus on scholar

retention as an extended-status assignment (Braxton, Bray, & Berger, 2000). According to research, retention rates increase when students are engaged academically and socially in the learning environment, have high regard for their academic performance, and value the supportive relationships they have built at the institution (Pascarella & Terenzini, 1983, 1991). Through this body of literature, the researcher can conclude that universities can improve student performance in terms of academic results and retention in ongoing studies through counselling. This can also help decrease the dropout rate, which is currently the biggest problem for universities and colleges.

One effect is a reduction in the percentage of students who drop out of school; interactions between individuals and the academic apparatus, as well as social interactions, constantly change aims and institutional commitments in ways that lead to endurance or to other forms of dropout (level, 1989; Tinto, 1993). Academically, college students are enrolled in institutions or colleges, but socially, they seek out a confidant with whom to discuss their feelings and problems, much as how they look to their parents for support after

they have lost it.

LITERATURE REVIEW

The relationship between academic and social elements and their impact on student's education and performance has been a subject of interest and study in the field of education. This literature evaluation aims to explore the existing research on how academic and social factors influence students' educational experiences and academic achievement.

ACADEMIC ELEMENTS

Teaching Quality and Methods: Numerous studies have investigated the impact of teaching quality and methods on students' academic performance. Research suggests that effective teaching practices, such as engaging instructional techniques, active learning strategies, and teacher-student interaction, positively correlate with improved educational outcomes.

Curriculum and Course Structure: The curriculum and course structure play a vital role in shaping students' educational experiences. Studies have shown that a well-designed curriculum that aligns with students' needs, interests, and learning styles can enhance motivation, engagement, and academic performance.

Assessment and Feedback: Assessment practices and feedback mechanisms significantly influence students' learning and achievement. Research indicates that formative assessment, timely feedback, and assessment for learning promote students' understanding, self-regulation, and overall academic performance.

SOCIAL ELEMENTS

Peer Relationships and Social Support:
The social environment in educational settings, particularly peer relationships and social support plays a crucial role in students' educational experiences. Positive peer relationships and social support networks contribute to increased motivation, self-esteem, and academic engagement.

School Climate and Classroom Environment: A positive school climate and supportive classroom environment foster students' well-being and educational outcomes. Research highlights that factors such as a safe and inclusive school climate, positive teacher-student relationships, and a sense of belonging can positively influence students' academic performance.

Parental Involvement and Support: Parental involvement and support have been found to significantly impact students' academic achievement. Studies show that students are more likely to succeed academically when parents actively engage in their children's education, provide support, and create a conducive learning environment at home.

Hence the evaluation indicates that both academic and social elements significantly affect students' education and performance. Quality teaching, curriculum design, assessment practices, positive school climates, and parental involvement all contribute to improved educational outcomes. Educators and policymakers should consider these factors when designing educational interventions and strategies to enhance student's educational experiences and academic achievement. Further research is needed to explore the complex interplay between academic and social elements and their long-term effects on students' education and performance.

KEGANIAN PERSPECTIVES

Kegan (1982, 1994) proposed that three connected developmental strains—cognitive, social, and intrapersonal—may be seen when a character progresses towards higher levels of self as part of his theoretical efforts to comprehend human growth strategies. To sum up quickly: The mechanisms by which we reason and interpret events taking place in the world around us are referred to as cognitive development; social development is concerned with relationships with others; and intrapersonal development is concerned with the processes by which we engage in self-reflection and gain increasing levels of self-knowledge (Kegan, 1994).

In the context of education and performance, the Keganian perspective emphasizes the following key points:

Evolving Complexity of Knowledge and Understanding: Kegan suggests that individuals' cognitive development moves from early stages, where knowledge and understanding are more concrete and externally determined, to later, where they become more complex, abstract, and internally constructed. This perspective implies that students' educational experiences and performance can be influenced by their stage of cognitive development. Educators can facilitate learning by providing appropriate challenges and scaffolding that align with students' current developmental stages.

Self-Authorship and Autonomy: One central aspect of Kegan's theory is the concept of self-authorship, which refers to the ability to define one's values, beliefs and identity independently. In the context of education, promoting self-authorship involves fostering students' autonomy, critical thinking, and reflective capacity. When students can explore their perspectives, engage in self-directed learning, and take ownership of their educational journey, they are more likely to perform better academically.

Constructive Developmental Pedagogy: Keganian perspective advocates for a constructive developmental pedagogy that aligns with students' developmental stage. This pedagogical approach recognizes that learners at different stages require different types of support and learning experiences. Educators can design instructional strategies that challenge students to engage in higher-order thinking, promote perspective-taking, and facilitate the construction of knowledge. Such pedagogical practices can enhance students' educational experiences and foster their cognitive growth.

Transformative Learning: Kegan's perspective also emphasizes the potential for transformative learning experiences. When students encounter new and challenging ideas, perspectives, or experiences, they may need to undergo a process of cognitive restricting and meaning-making. Such transformative learning experiences can lead to shifts in students' understanding, beliefs, and ways of engaging with the world. Educators can create opportunities for transformative learning by providing intellectually stimulating environments, encouraging dialogue and debate, and exposing students to diverse viewpoints.

Thus, the Keganian perspective on students' education and performance emphasizes the role of cognitive and psychological development in shaping their learning experiences. By considering students' stage of meaning-making, promoting self-

authorship and autonomy, adopting constructive developmental pedagogy, and facilitating transformative learning, educators can support students' educational growth and enhance their performance.

FUNDAMENTALS OF PURPOSEFUL CONDUCT

Purposeful conduct on students' education and performance plays a crucial role in students' education and performance. Students' intentional and mindful approach encourages them to control their learning journey, skills and academic goals. A few important points can positively impact students' education and overall performance.

Goal setting: Students should establish both short-term goals that are specific, measurable, attainable, relevant, and time-bound (SMART). These goals provide a sense of direction and help students stay focused on their studies.

Self-Motivation: Students with purposeful conduct are self-motivated. They have a strong internal drive to succeed and take responsibility for their own learning. They understand the importance of education and are determined to achieve their goals despite challenges or setbacks.

Time Management: Purposeful conduct requires effective time management skills. Students need to prioritize their tasks, and allocate time for studying, assignments, projects, and other commitments. By managing their time efficiently, students can avoid procrastination and ensure they make the most of their learning opportunities.

Active Learning: Purposeful conduct involves actively engaging in the learning process. Students should participate in class discussions, ask questions, take notes, and seek clarification when needed. They should also make connections between different concepts and apply their knowledge to real-life situations.

Discipline and Consistency: Students with purposeful conduct practice discipline and consistency in their studies. They establish a routine, follow a study schedule, and allocate dedicated time for learning every day. They avoid distractions and stay committed to their academic goals.

Self–Reflection: Purposeful conduct involves regular Self-reflection. Students should assess their progress, strengths, and areas for improvement. They can use techniques like journaling or self-assessment to evaluate their learning strategies and make adjustments accordingly.

RESILIENCE AND PERSEVERANCE:

Purposeful conduct requires resilience and perseverance. Students should develop a growth mindset, viewing challenges as opportunities for growth rather than obstacles. They should learn from failures, bounce back from setbacks, and maintain a positive attitude towards their education.

Collaboration and support: Purposeful conduct recognizes the value of collaboration and support. Students should actively seek help when needed, participate in group activities, and engage in discussions with peers. They can form study groups or join academic clubs to enhance their learning experience.

Seeking Meaning and Connection: Purposeful conduct involves finding meaning and connection in what is being learned. Students should understand the relevance and application of their studies in the real world. They can explore how their knowledge connects to their interests, passions and future career aspirations.

Balance and Well-being: Purposeful conduct encompasses maintaining a balance between academics and personal well-being. Students should prioritize their mental and physical health, engage in extracurricular activities, and take breaks when needed. A healthy work-life balance contributes to overall academic success.

By adopting purposeful conduct, students can enhance their educational experience and improve their performance. It empowers them to take control of their learning journey, develop valuable skills, and achieve their academic goals.

RESEARCH OBJECTIVE

This paper examines the behaviour of BBA students, whose average age is nineteen years old, and the effects of their connections to other academic and social institutions. Several factors immediately impact the student's thoughts and counselling, including the counselling environment, the question sample, and the impact of their interactions with professors at various points in the counselling process.

Tests and careers are equally important for college students, so researchers can also determine the impact of counselling and exquisite sports on students' private lives using qualitative research tools. The length of the examination includes asking the same questions after four to five months. As a result, we will regularly study the data, and researchers may also look at the overall performance.

INVESTIGATION TECHNIQUE

The first degree utilized in this study has developed into a theoretically supported, trustworthy, and legal tool meant to assess university students' capacity for creativity (see Selznick & Mayhew, 2018). Nine conditioned constructs, including intrinsic motivation, proactivity, innovation self-idea, networking, persuasive verbal exchange, teamwork across differences, revolutionary cognition, purpose to innovate, and risk-taking/tolerance, were used to calculate the innovation capacity rankings at the 2nd-order element level. The intrapersonal component of innovation capacity is made up of intrinsic motivation, initiative, and innovative self-idea.

Self-belief in one's capacity to live inspired while pursuing dreams is measured by intrinsic motivation; self-assurance in one's ability to gather the information and assets necessary to identify goals is measured by proactivity; and self-perception of one's own revolutionary potential is measured by innovation self-idea.

Networking, persuasion, and cooperation at a certain point of difference are all part of the social measurement of innovation capability. A person's comfort with creating and maintaining mutually beneficial new relationships is measured by networking; their perceived effectiveness in effectively communicating new ideas and plans to others is measured by persuasive speaking; and their perceived effectiveness in working as a team despite differences is measured by teamwork across differences. 2018; Matthew J. Mayhew, Benjamin S. Selznick, Lini Zhang, Amy C. Barnes, and B. Ashley Staples.

The researcher employed the major data series in this study, who conducted intense interviews or counselling sessions with all 60 BBA students at ARKA JAIN University. Each student's research took more than 15 minutes to ensure they were well-versed in their class's history.

ASSESSMENT

This study is entirely grounded in qualitative research methods, so the researcher interviewed undergraduate students at ARKA JAIN University's control branch to gauge their reactions. The researcher used a question based entirely on the students' responses, and the results were then measured. As this observation is ongoing, the researcher has only identified the students' one-time data, and more will appear when the two years of research are up. We discovered the following facts and figures as well as the problems that the students in elementary school encountered during therapy and discussion. The quality of pupils' achievement continues to be instructors' top priority. It is intended to distinguish between domestically, locally, nationally, and internationally. Researchers, educators, and running shoes have long been interested in examining the factors contributing to satisfied beginners' performance. These factors, both

within and outside of colleges, have an impact on how satisfied college students are with their academic performance. These aspects can be categorized as peer factors, school factors, personal family factors, and scholarly elements (Crosnoe, Johnson, & Elder, 2004).

Apart from other aspects, socioeconomic repute is one of the most studied and discussed issues among educational experts that affects college students' academic achievement. The most prevalent defense is that students' socioeconomic standing has an impact on how well they succeed academically. The majority of experts think that

low socioeconomic status has no bearing on students' academic performance since the basic needs of college students are still unmet, and as a result, they do not do better academically (Adams, 1996). Scholarly accomplishment is significantly influenced by gender, race, and father's work (McCoy, 2005; Peng & Corridor, 1995).

In order to maximize learning and influence the quality of educational performance, Walberg's concept of instructional productivity divided nine factors into three groups based on effective, cognitive, and behavioural abilities: aptitude (ability, improvement, and motivation); guidance (amount and quality); and environment (home, study room, peers, and television) (Roberts, 2007).

We should keep in mind the six elements listed below regarding this study while the researcher makes a diagnosis throughout the initial step of counselling.

In addition to other aspects, socioeconomic status is one of the topics that academic experts have investigated and argued the most in relation to how well college students perform academically. The most well-established claim is that immigrants' socioeconomic standing affects their academic success. Most experts think that kids' instructional performance is negatively impacted by their poor socioeconomic status since their fundamental requirements are not met, which prevents them from performing well academically (Adams, 1996). Scholarly accomplishment is significantly influenced by gender, race, and father's work (McCoy, 2005; Peng & Hall, 1995).

The Concept of Educational Productivity by Walberg (1981) determined three groups of nine elements based on strong, cognitive, and behavioural abilities for optimizing learning that

and environment (home, school, friends, and television) (Roberts, 2007).

The researcher identified the six components listed below during the primary counselling part of this study.

INTERNAL COMPONENTS REQUIRED AT UNIVERSITY/COLLEGE LEVEL
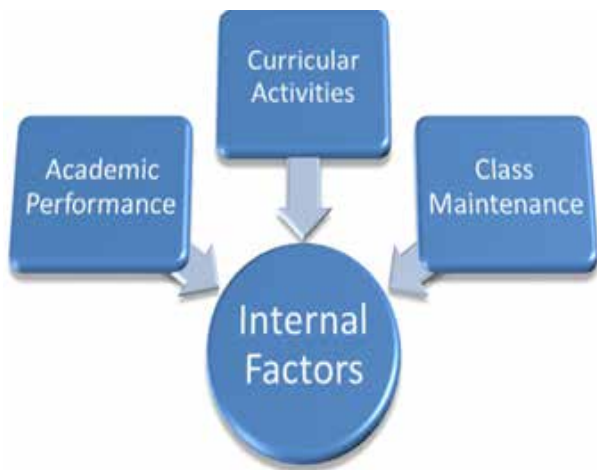
In this research, the researcher has just pointed out the different variables that could unexpectedly impact a student's regular academic performance. The graph reflects this in the above diagram.

OVERALL ACHIEVEMENT AGAINST ACADEMIC STANDARDS

The researcher identified one component of the student's performance outside of the classroom during the counselling in the first phase. Beyond performance plays a significant part in the student's everyday lives. The following are specifically three different categories of pupils' prior performance: 1. exceptional, 2. typical, and 3. poor overall performance.

Take a look at the following approaches to see how we may solve the problem mentioned above.

No	Variable	Adverse effect	Counselling consequences
1	**Superb**	If prior performance has been excellent or positive, undergraduate or graduate student's performance will likely suffer as a result of their intensely optimistic attitudes. Result: mostly lowered results	If we provide these sorts of pupils with the right counselling, it's possible that they won't pass away and will be able to continue in UG and PG programmes for 5 to 6 years. Result: favourable result
2	**Common**	Average performance in this context refers to marks that are less than 65% or 55% but do not result in a failing grade in any subject. The average outcome in previous records demonstrates the mind-affecting nature of the majority of student lectures. In certain instances, it may have occurred for personal reasons. Result: Potentially below the queue once again	Pper one-on-one instruction will enhance student performance and boost their comprehension capacity. As a consequence, the kids' mental faculties will start to function. Result: A typical to encourage improvement
3	**Negative overall performance**	Low grades reveal the pupils' lack of interest. It's conceivable that they are studying diligently while also being mentally inactive and showing interest in other activities.	As a result of poor academic achievement and an unfavourable social image, there is a greater need for counselling at this time since the likelihood of suicide is higher. Counselling is needed in this

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SPORTS AND CULTURAL PERFORMANCE WITHIN THE CURRICULUM

In the UG course, extracurricular activities significantly increase the effectiveness of the mind and mental activity. In the school stage, the mind is not yet mature and not that enthusiastic to question beyond the bounds, but in the UG path, the mental activity is more necessary because it's the level at which they will be able to expand their very own path for career improvement. They may be unsure about the need for self-motivation and self-actualization. Sports are very successful in addressing this culturally and academically. According to our research, sports activities, dancing, drawing, singing, and leisure planning receive a higher percentage of responses from students. These activities serve to stimulate students' minds. At some time between the ages of 18 and 20, the mind needs additional career-related guidance.

CLASS RENOVATION

Among the numerous things that fall within the category of elegant ordinary control that may be described in the following manner are the cleanliness of the classroom, general classroom management, the classroom's surroundings, the location where the lecture will take place, and many more.

Numeral.	Class renovation	Result
1	**Condition of the Classroom**	Because students tend to avoid unclean study spaces, the state of the room's cleanliness has a significant impact on how they perceive it. Students will focus more on the cleanliness of the classroom than the exam if the classroom isn't constantly kept up well. **Answer**: Clean classroom
2	**Comprehensive Administration**	The behaviour of the class representatives, the classroom layout and the pictures displayed on the walls make up overall management. An important function is played in the classroom by effective and inspiring photos on the wall of the lecture hall. **Answer**: One notice board is necessary, inspirational quotes should be posted on the classroom notice board, and management should always be in control.
3	**Lecture hall**	The study space's environment comprises the airflow within the lecture hall and the typical classroom temperature throughout the academic year.

Discipline degree at some point of Lecture.	Again, space throughout the lecture plays a crucial role since each lecture and every point of the lecture are related to one another. If space isn't consistently maintained throughout the lecture, resolving this issue will be very difficult. Therefore, how college students behave is crucial in this situation. **Answer**: Attempt to maintain the topic throughout the lesson.
Room association.	Students, seating affinity also plays a key role. If there are too few benches or too many students in one room, it reflects poorly on the organization and paints a negative image in the students' minds. If seating is more crowded, this is equivalent to having too many students in one room. **Answer**: Put everything together properly and in accordance with the situation as it is today.
Everyday Presence.	The regular attendance of the students plays a significant role in college/university because, if anyone is absent from class, the other students may assume that nothing is going critically important in the classroom, but if we are all present, they will see that something is critically important is happening in class

Accordingly, it is necessary to enhance all of the elements in accordance with this research in the classroom, particularly those that have an impact on teaching at some point. During the course of the college students' interviews, particular elements from this study were discovered.

OUTSIDE FACTORS AT COLLEGE DEGREE
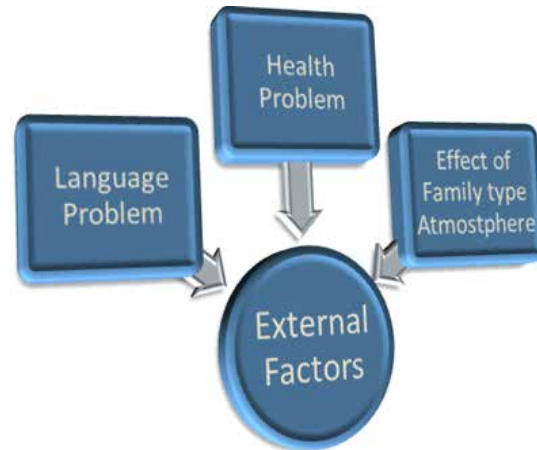
LANGUAGE, A BARRIER

Inability to comprehend the appropriate path in the course language is a problem for brand-new pupils who are not from the course medium. In Gujarat, for example, Gujarati is a relatively common language; thus, if someone enrols in a BBA or MBA programme, they may encounter difficulties due to linguistic barriers. South Indian college students encounter similar linguistic difficulties. This issue has two outcomes: either they abandon their course, or competent counseling may also help them continue their journey.

Numeral.	Linguistic issue	Implications for college students
1	**Positive Affirmation**	Negative effects may occur in students' minds if they cannot complete the course if they are dealing with language difficulties when enrolled in UG and PG courses.
2	**Negative**	However, in this case, we want to try to expand the student's vocabulary. The example is accurate if the students understand the language without difficulty.

FITNESS HASSLE

Students frequently have health issues, whether they are permanent or only temporary. We must provide appropriate therapy in such a situation since one student has dropped out of the programme owing to a fitness issue. Therefore, throughout the therapy, we want to ask the client whether they are now experiencing any fitness problems. Whether so, we need to learn the proper course of action to take since. Otherwise, emergency medicine will continue to be practised in our field.

If Students have a health problem	Try to identify the right cause and offer the right course to them.	Locate the emergency medication that will be most effective.

THE FAMILY ECOSYSTEM IN THE COLLEGES/UNIVERSITIES

As a result of their maximum time spent on campus, college students may feel that their second home is their institution, therefore, we always want to care for them in the same way that we would for our own children. Families provide the ideal setting for getting to know one another and assisting children in making life decisions. As with their brother or sister, the proper advice is required for this, as it can aid in a well-known increase in output. Demographic topics often include the level of education, parental occupation, language, income, and religious connections (Ballatine, 1993).

Their living situation also influences college students' academic achievement. Knowledge can provide parents with a first-rate environment for their children's academic progress. The college administration may give parents advice and support on how to create a wonderful home environment for their children's academic success. Massive lobar (Marzano, 2003). According to Barnard (2004), Henderson (1988), Shumox & Lomax (2001), and other authors, college student's academic performance is heavily dependent on their parents' engagement in their academic pursuits.

CONCLUSION

According to this study's findings, academic achievement, extracurricular activities, and classroom management significantly negatively influence students' ideas. As academicians, we should thus put more effort into improving these areas. On the other hand, societal factors that we are disregarding are also important for raising students' performance levels. The researcher conducted a study involving 60 college students using a

qualitative research design, and while doing first-time student counselling, she discovered the figures mentioned above. When it comes to educational considerations, we must first evaluate the academic standing and background of the students before taking any action in accordance with the findings. Curricular activities are the second item, and each institution must set up at least eight to ten of them over the course of a year in order to keep students' minds busy and the classrooms in good condition.

It is important to consider social factors while archiving academic materials. The emotional connections between social problems and students' thinking mean that if we effectively address social concerns, our goal of advancing education will also be achieved.

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