

Factors Affecting Scholastic Performance in School Children.

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Abstract:

Aim: To assess-

i) Factors that influence the school performance of children;

ii) To determine modifiable factors;

iii) To offer counseling for parents, teachers and students whenever needed

Methodology: This study is a prospective, school based, horizontal study among 1000 secondary school children in age group 10 to 15 years in Karaikal region.

Results:

✓ Well educated parents shows positive influence on academic achievements of children.

✓ Teachers play a vital role in the academic performance of children. Good attendance commiserates with good scholastic performance

✓ Family disharmony showed negative influence on scholastic performance.

Keywords: scholastic performance; broken home; teacher influence.

I. Introduction

Scholastic achievement has become an index of child's future in this highly competitive world. Poor scholastic performance has a significant impact on the child and adolescent potential in the society.¹

Factors Influencing School Performance:

i) Home related factors:-

Factors which hinders school performance are Parental illiteracy, lack of encouragement and lack of role models, Alcoholic and workaholic parents, contribute to academic performance.^{2,3}

ii) The school related factors:-

The child spends most of his time in school and here his environment is exerting a different influence on performance through curricula, teaching techniques, relationship^{4,5}

iii) Child-Teacher Relationships:-

A growing body of evidence supports this claim as child-teacher attachment relationships have been found to be important for children's social and emotional development.⁶

The psychological factors:

Psychosocial factors (PSFs) such as motivation, social control, and self regulation, play key roles in classroom learning.⁷ The motivation to achieve academic outcomes in educational settings via certain personality characteristics and attitudes will bring the desired outcome in scholastic performance.⁸

Disease related factors:

These conditions have been reported to have an independent effect resulting in scholastic performance.

i) Visual impairment: worsening in handwriting and slowness in copying from the board.

ii) Hearing Impairment:

Even mild to moderate hearing loss in childhood is associated with poor language development and lower educational.

Aims And Objectives

To assess

- I. Factors that influence the school performance of children
 1. Home related factors
 2. School related factors
 3. Social related factors
 4. Psychological related factors
 5. Disease related factors.

- II. To determine modifiable the factors.
- III. To offer counseling for parents, teachers and students whenever warranted.

Ethical Issues

The clearance was obtained from ethical committee of Vinayaka Missions Medical College & Hospitals prior to the study. The permission to conduct this study was obtained from The Chief Educational Officer of Karaikal. Necessary permission from the Principals of the schools was obtained.

II. Materials And Methods

Study design: This study is a prospective, school based, horizontal study among secondary school children in Karaikal region.

Study subjects: Children of age group between 10 to 15 years studying in 6th to 10th standard in selected 10 schools of Karaikal region.

Study Population: 1000 school children in age group 10 to 15 years from the selected schools of Karaikal.

Period of study: The present study was carried out from June 2014 to March 2015,

III. Methods And Systems For The Study

The study design for collecting the data was chosen by direct observation of children in the respective schools, interviewing the teachers and children and collecting the data in the form of a questionnaire. The teenage screening questionnaire is obtained from the **Child Development Centre (CDC)**, Thiruvananthapuram, Kerala.

Inclusion criteria:

- 1. 10 to 15 years children of 10 selected schools
- 2. The students who gave oral consent.

Exclusion criteria:

- 1. The students with:
 - I. Chronic medical illness
 - II. Below average IQ
 - III. Physically challenged
- 2. Students who did not give consent

Methodology: After informed verbal consent, the questionnaire was given to students.

In each class the questionnaire and the correct method of filling it up was explained to the students.

Since the participating schools are English medium schools, the original questionnaire of CDC is directly used.

The students were counseled to write the answers without any prejudice and bias.

The data was analysed with student's t test, chi square test and relevant statistical tools.

IV. Results

Grading system used:

The overall performance of the students was graded as with reference to the marks obtained in the tests/exams held in that academic year, for convenience of data analysis.

- 1. >80% - Excellent (N=261)
- 2. 60 -79% - Good (N=273)
- 3. 50 – 59% - Average (N=219)
- 4. 35 – 49% - Poor (N=185)
- 5. <35% - Very Poor (N=62)

Figure 1:

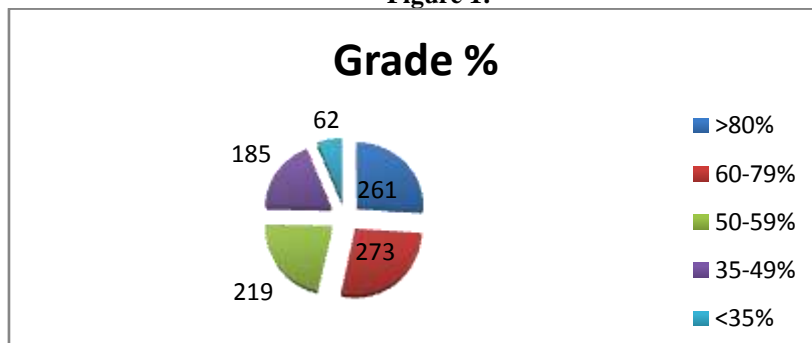


Table 1: AGE

Age	Frequency	Percent
10-13 yrs	760	76
14-17 yrs	240	24
Total	1000	100

Figure 2: SEX

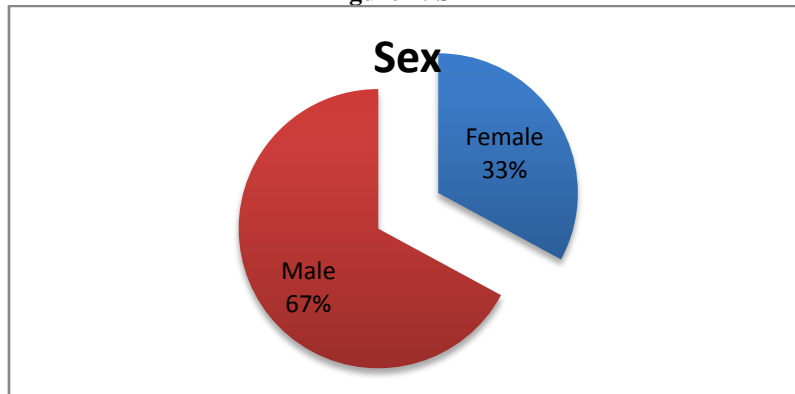


Table 2: SEX VS SCHOLASTIC PERFORMANCE

Sex	Grade Percentage					Total	Chi-Square	p-value
	Less than 35%	35-49%	50-59%	60-79%	80% and above			
Female	18 (5.5)	36 (10.9)	50 (15.2)	86 (26.1)	139 (42.2)	329 (32.9)	74.851	<0.001
Male	44 (6.6)	149 (22.2)	169 (25.2)	187 (27.9)	122 (18.2)	671 (67.1)		
Total	62 (6.2)	185 (18.5)	219 (21.9)	273 (27.3)	261 (26.1)	1000 (100)		

Chi Square value = 74.851 p-value < 0.001

Conclusion: p value < level of significance (0.05)

There is a significant association between Gender and scholastic performance of children. Female children are having better scholastic performance than male children

Table 3: LITERACY STATUS OF MOTHER VS SCHOLASTIC PERFORMANCE

Literacy status of Mother	Grade Percentage					Total	Chi-Square	p-value
	Less than 35%	35-49%	50-59%	60-79%	80% and above			
No Schooling	0 (0)	6 (18.8)	5 (15.6)	15 (46.9)	6 (18.8)	32 (3.2)	244.700	<0.001
Primary schooling	16 (11.6)	33 (23.9)	42 (30.4)	36 (26.1)	11 (8)	138 (13.8)		
Secondary schooling	26 (6)	125 (28.7)	104 (23.9)	109 (25.1)	71 (16.3)	435 (43.5)		
Higher secondary	7 (5.5)	11 (8.7)	33 (26)	49 (38.6)	27 (21.3)	127 (12.7)		
Degree	8 (4.3)	10 (5.4)	27 (14.6)	52 (28.1)	88 (47.6)	185 (18.5)		
Post Graduation	2 (6.5)	0 (0)	2 (6.5)	5 (16.1)	22 (71)	31 (3.1)		
Technical	2 (22.2)	0 (0)	0 (0)	2 (22.2)	5 (55.6)	9 (0.9)		
Professional	1 (2.3)	0 (0)	6 (14)	5 (11.6)	31 (72.1)	43 (4.3)		
Total	62 (6.2)	185 (18.5)	219 (21.9)	273 (27.3)	261 (26.1)	1000 (100)		

Chi Square value = 244.700 p-value < 0.001

Conclusion: p value < level of significance (0.05)

Scholastic performance of the students improves as the literacy status of Mother is higher. Scholastic performance of the students becomes poor as the literacy status of the mother is low

Table 4: FACILITATING FACTOR AT HOME VS SCHOLASTIC PERFORMANCE

Facilitating Factor	Grade Percentage					Total	Chi-Square	p-value
	Less than 35%	35-49%	50-59%	60-79%	80% and above			

No	19 (6)	67 (21.1)	83 (26.2)	84 (26.5)	64 (20.2)	317 (31.7)	11.984	0.017
Yes	43 (6.3)	118 (17.3)	136 (19.9)	189 (27.7)	197 (28.8)	683 (68.3)		
Total	62 (6.2)	185 (18.5)	219 (21.9)	273 (27.3)	261 (26.1)	1000 (100)		

Chi Square value = 11.984

p-value < 0.017

Conclusion: p value < level of significance (0.05)

Facilitating factors at home such as – separate room, separate table, electric light etc.

46.6% of children’s performance is good to excellent, even if there is no facilitating factor at home

56.5% children performance is good to excellent when there is facilitating factor at home

Scholastic performance of the children improves with facilitating factors at home.

Figure 3: ASSISTANCE OF MOTHER FOR STUDY AND SCHOLASTIC PERFORMANCE

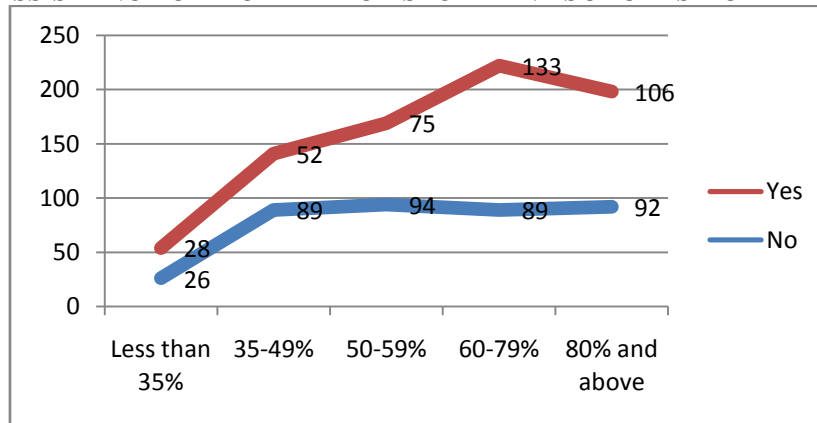


Table 5: INFLUENCE OF TEACHER VS SCHOLASTIC PERFORMANCE

Influence of teacher(encouraging)	Grade Percentage					Total	Chi-Square	p-value
	Less than 35%	35-49%	50-59%	60-79%	80% and above			
No	22(47.8)	0 (0)	12 (26.1)	9 (19.6)	3(6.5)	46 (4.6)	19.091	0.001
Yes	59 (6.1)	185 (19.3)	207 (21.7)	264 (27.7)	239 (25.1)	954 (95.4)		
Total	81(8.1)	185 (18.5)	219 (21.9)	273 (27.3)	242(24.2)	1000 (100)		

Chi Square value = 19.091

p-value < 0.001

Conclusion: p value < level of significance (0.05)

Influence of teacher has shown a positive correlation with scholastic performance of children

Table 6: PROBLEMS IN SCHOOL VS SCHOLASTIC PERFORMANCE

Problems in school	Grade Percentage					Total	Chi-Square	p-value
	Less than 35%	35-49%	50-59%	60-79%	80% and above			
No	52 (83.9)	162 (87.6)	183 (83.6)	242 (88.6)	205 (78.5)	844 (84.4)	12.073	0.017
Yes	10 (16.1)	23 (12.4)	36 (16.4)	31 (11.4)	56 (21.5)	156 (15.6)		
Total	62 (6.2)	185 (18.5)	219 (21.9)	273 (27.3)	261 (26.1)	1000 (100)		

Chi Square value = 12.073

p-value < 0.017

Conclusion: p value < level of significance (0.05)

Problems in school such as harassment, isolation. When there is problems in school, the scholastic performance of the students decreases.

Broken Home

Scholastic performance of children decreased with Parental disharmony, as determined by this study. This shows that family disharmony has adverse effect on scholastic performance of children. 60% of children with parental disharmony have very poor to average grade. In our study, broken family has major negative impact on scholastic performance of children. None of the children got good to excellent grade when they were from broken family. Broken family, 63% of children have poor to very poor scholastic performance. This study is supported by M K C Nair et al ¹⁷, Thomas Babalis et al ¹⁶

Influence of Alcoholism

This study shows, when alcohol dependence is present in the family, 76.5% children scholastic performance is very poor to average. This shows alcohol abuse got negative influence on children's scholastic performance which is similar to a study done by Mc Grath CE et al ¹⁷

Visual and ENT problem

Eye problems such as refractory error, squint, stye and ENT problems such as discharge, sinusitis do not have major influence on scholastic performance of children as determined by this study which correlates with Mohamed Dirani et al ¹⁸ But, Roberts JE et al ¹⁹ in his study said that Children with otitis media with effusion and associated conductive hearing loss have been reported to score low in mathematics and expressive language.

VI. Conclusion

In this study various interlinked factors such as socio economic status of parents, parents help in study, home environment, teachers influence, attendance problem, broken family had major impact on children's scholastic performance.

- Well educated parents shows positive influence on academic achievements of children by:
 - 1) Helping them in studies
 - 2) Providing physical and mental health.
 - 3) Being a good role model for children.
- Teachers play a vital role in the academic performance of children. In this study 90% of children felt that teachers are encouraging, which showed positive influence on academic performance.
- Family disharmony like parental quarrel because of paternal alcoholism, broken homes showed negative influence on scholastic performance.

Suggestions

Valuable suggestions and advice can be made available by forming an association among parents, teachers, school management, educational authorities, health management.

1. Every effort should be made to find the cause in each child for his scholastic backwardness which should be managed through intensive individualized approach in a supportive environment.
2. Behavioral, emotional and psychological problems should be managed through behavior therapy and psychotherapy.
3. Family counseling and parental guidance are essential.
4. Teacher-student relationship should be strengthened.
5. A psychologist should be there in every educational institution to help students to maintain a sound mental health.

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Proforma

1. Name :
2. Age : a) 10-13years b) 14-17years
3. Sex : a) Male b) Femal
ii) Fathers occupation: a) No Job b) Unskilled c) Skilled
d) Office going e) Professional & Executive
4. i) Literacy status of mother: a) No schooling b) Primary school c) Secondary school
d) Higher secondary e) Degree f) Post graduate
g) Technical h) Professional
5. Type of family: a) Nuclear b) Joint c) Broken
6. Place of residence : a) Rural b) Urban
7. Do you feel that your teacher is encouraging on your studies?:
8. a) Yes b) No
9. Grade obtained in last examination:
a) <35% b) 35-49% c) 50-59%
d) 60-79% e) >80%
10. Does anyone at home help you at study? : a) Yes b) No
If Yes, i) Father ii) Mother iii) Siblings
iv) Friends, Uncle, Aunt
11. Are there any factors like separate room, separate table, electric light, which facilitates studies at home? a)
Yes b) No
12. Are there any factors which disturbs studies at home?
a) Yes b) No
If Yes, i) Alcoholism/substance abuse
ii) Broken homeiii) Parental quarrels
13. Do you have any problem in attending school regularly? : a) Yes b) No
If Yes, i) Personal illness ii) Family problem iii) Financial problem
14. Do you have any problems at school like partiality, harassment, isolation?:
a) Yes b) No
15. Do you have eye problems like refractory errors, squint, stye?
a) Yes b) No
16. Do you have any ENT problems like pain, discharge, hearing loss, and sinusitis?
: a) Yes b) No

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