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Causes of Poor Academic Performance in School-Going Children with a View to Prepare and Deliver a Module on Effective Learning Techniques

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ABSTRACT

Education is one of the most important part of human resource development.

Aim of the Study: *To identify the causes of poor academic performance among school-going children with implementation of a module for improving their academics.* ***Methodology:*** *A non-experimental descriptive retrospective research design was selected. A quantitative approach with non-experimental descriptive retrospective research design was used for the study. Thirty samples from Islahiya Public School, Puthur, Kottakkal, Kerala, India, were selected by non-probability purposive sampling technique. Socio-demographic data were assessed using socio-demographic performa, four-point rating scale for assessing the causes of poor academic performance, checklist for assessing causes of poor academic performance and the use of learning technique, and bio-physiologic tool for assessing visual and hearing problems.* ***Results and Conclusion****: The analysis revealed that 50% of students have severe causes, 60% of students have average knowledge regarding the effective learning techniques, 13% of students have mild visual problem, 3% of them have severe visual impairment, 13% of students have bone conduction greater than air conduction, there is a significant association between causes of poor academic performance as measured by checklist with gender, type of family, residence area, educational status of mother, and there is a significant association between causes of poor academic performance as measured by rating scale with residence area, mode of play, amount of daily study hours, and parent's employment (p-value <0.05).*

Keywords: *academic performance, learning technique, school-going children*

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INTRODUCTION

Proper education creates a lot of ways to go ahead in the future [1]. It makes us strong mentally, socially, and intellectually by increasing our knowledge level, technical skills, and good position in the job. Each and every kid has their own dream of doing something different in the life [2]. There is only one way to all dreams which is good education. The indicators of academic performance in education include good examination results, possible exhibition of knowledge, skills, and attitudes [3]. There are several factors that affect performance in primary schools such as poverty levels, parent's

level of income, parent's level of education, household's chores, child labor, and family structure and stability [4]. The present study was conducted to assess the causes of poor academic performance in school-going children with a view to prepare and deliver a module on effective learning techniques**.** The objectives were to identify the causes of poor academic performance among school-going children, to find out the association between socio-demographic data with poor academic performance, to prepare and conduct a class on effective use of learning techniques to school-going children, and to identify the visual and auditory disturbances among school-going children [5].

METHODOLOGY

A quantitative approach with non-experimental descriptive exploratory research design was chosen for the study. The study was conducted in Islahiya Public School, Kottakkal, India. The sample size of the present study consists of 30 school-going children by non-probability purposive sampling. After taking the consent, data were collected using socio-demographic performa, four-point rating scale, checklist, and bio-physiologic tools. Data were analyzed and interpreted by using descriptive and inferential statistics.

RESULTS AND DISCUSSION

Section 1: Distribution of Socio-demographic Characteristics of School-Going Children (n = 30)

The pie diagram shows that 30% of the students are 12 years old, 27% of students are 13 years old, 23% of students are 15 years old, and 20% of students are 14 years old (Figure 1).

Section 2: Identification of the Causes of Poor Academic Performance by Using Rating Scale and Checklist

Table 1 shows the category, frequency and percentage distribution of causes of poor academic performance using checklist.

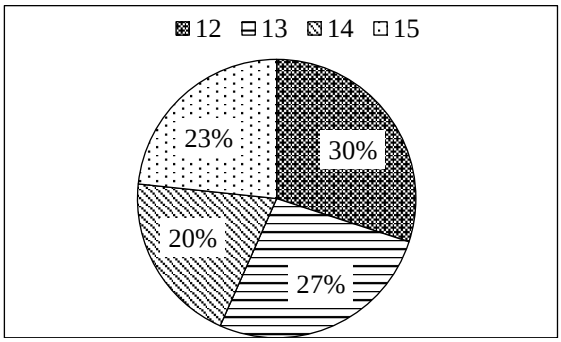

Fig. 1. *Frequency and percentage distribution of students according to age.*

Table 1. *Frequency and Percentage Distribution of School-Going Children Based on Gender, Type of Family, Socio-economic Status, Educational Status of Father, Education Status of Mother, Parents Employment, Residence Area, Hobbies, Daily Studying Hours, and Type of Play.*

Variables	Category	Frequency	Percentage
Gender	Male	21	70%
	Female	9	30%
Type of family	Nuclear	13	43%
	Joint	17	57%
Socio-economic status	Low class	2	6%
	Middle class	23	77%
	High class	5	17%
Educational status of father	Primary level	8	27%
	Secondary level	14	46%
	Graduation and above	8	27%
Education status of mother	Illiterate	1	3%
	Primary level Education	15	50%
	Secondary level	9	30
	Graduation and above	5	17%
Parents employment	Single parent employed	24	80%
	Both parent employed	6	20%
Residence area	Urban area	18	60%
	Rural area	12	40%
Hobbies	Playing	18	60%
	Reading	4	13%
	Travelling	4	13%
	Online gaming	3	11%
	Others	1	3%
Daily studying hours	1–2 hours	22	73%
	3–4 hours	6	20%
	5–6 hours	2	7%

Type of play	Playing with friends	29	97%
	Not like to play	1	3%

Table 2 reveals that 50% of students have severe causes, 40% have moderate causes, 7% of them have mild causes, and 3% of them have very severe causes.

Table 3 reveals that 83% of the students are at extreme, 10% are at intense, and 7% are at medium on the causes in rating scale.

Section 4: Estimation of Knowledge Regarding Learning Technique by Use of Checklist

Table 4 reveals that 7% of students have good knowledge regarding learning techniques, 60% of them have average knowledge, and 33% of the students have poor knowledge.

Section 5: Identification of Visual and Auditory Disturbances by the Use of In-vivo Bio-physiologic Methods Such As Visual Acuity Test by Using Snellen Chart and Hearing Acuity by Using Tuning Fork

Table 5 reveals that 77% of students have normal visual and hearing acuity. Thirteen percent of students have mild, 7% of them have moderate, and 3% of them have severe visual impairment. Hearing acuity is abnormal for 23% of students, 13% of students have bone conduction greater than air conduction, and remaining 10% have an uneven feeling of vibration in both ears.

Section 6: Association between Selected Socio-demographic Variables and Poor Academic Performance as Measured by Checklist

Table 6 shows that there is a significant association between causes of poor academic performance as measured by checklist with gender and type of family, residence area (p-value <0.05). There is no significant association between causes of poor academic performance with age, mode of play, and amount of daily study hours (p-value >0.05).

Table 7 shows that there is a significant association between causes of poor academic performance with educational status of mother (p-value <0.05). There is no association with parent's employment, hobbies, educational status of father, and socio-economic status (p-value >0.05).

Table 2. *Frequency and percentage distribution of causes of poor academic performance using checklist (n = 30).*

Causes of poor academic performance	Frequency (*f*)	Percentage (%)
Mild	2	7
Moderate	12	40
Severe	15	50
Very severe	1	3

Table 3. *Frequency and percentage distribution of poor academic performance using rating scale (n = 30).*

Causes of poor academic performance	Frequency (*f*)	Percentage (%)
Mild	2	7
Moderate	25	83
Severe	3	10

Table 4. *Frequency and percentage distribution of students under knowledge regarding learning techniques (n = 30).*

Knowledge regarding learning techniques	Frequency (*f*)	Percentage (%)
Good	2	7
Average	18	60
Bad	10	33

Table 5. *Frequency and percentage distribution of visual and auditory disturbances using visual and hearing acuity tests (n = 30).*

Category	Frequency (*f*)	Percentage (%)
Visual acuity		
Normal	23	77
Mild	4	13
Moderate	2	7
Severe	1	3
Hearing acuity		
Normal	23	77
Abnormal	7	23

Table 6. *Association between causes of poor academic performance as measured by checklist with age, gender, type of family, residence area, mode of play, and amount of daily study hours.*

Variables	Category				df	Chi-square	*P*-value
	Mild	*Moderate*	*Severe*	*Very severe*			
Age							
12	2	5	2	0	9	16.37	0.059
13	0	3	8	1			
14	0	1	1	0			
15	0	4	3	0			
Gender							
Male	1	8	12	1	3	4.39	0.022*
Female	1	5	2	0			
Type of family							
Nuclear family	1	7	5	0	3	16.56	0.0008*
Joint family	1	6	9	1			
Residence area							
Urban	2	7	9	0	3	3.16	0.0367*
Rural	0	6	5	1			
Mode of play							
Play with friends	2	12	14	1	3	1.323	0.723
Not like to play	0	1	0	0			
Amount of daily study hours							
<2 hours	2	8	11	1	6	2.83	0.827
3–4 hours	0	4	2	0			
5–6 hours	0	1	1	0			

Table 7. *Association between causes of poor academic performance as measured by checklist with educational status of father, socio-economic status, parent's employment, educational status of mother, and hobbies.*

Variables	Category				df	Chi-square	*P*-value
	Mild	*Moderate*	*Severe*	*Very severe*			
Educational status of father							
Primary level education	0	4	5	0	6	3.75	0.710
Secondary level education	1	6	7	0			
Graduation and above	1	4	2	1			
Socio-economic status							
Low (<30,000)	0	1	1	0	6	1.48	0.96
Middle (30,000–100,000)	2	9	11	1			
High (>100,000)	0	3	2	0			
Parent's employment							
Both parents are employed	1	3	3	0	3	1.145	0.766
Single parent employed	1	10	10	1			
Educational status of mother							
Illiterate	0	0	1	0	9	19.056	0,024*
Primary level education	1	4	9	0			
Secondary level education	1	3	5	1			
Graduation and above	0	5	0	0			
Hobbies							
Playing	2	7	9	0	9	10.09	0.343
Reading	0	2	2	1			
Travelling	0	2	1	0			
Online gaming	0	1	2	0			
Others	0	1	0	0			

∗*Significant at 0.05 level.*

Table 8. *Association between causes of poor academic performance as measured by rating scale with age, gender, type of family, residence area, mode of play, and amount of daily study hours.*

Variables	Category			df	Chi-square	*P*-value
	Mild	*Moderate*	*Severe*			
Age						
12	0	10	1	3	1.77	0.621
13	0	9	0			
14	0	3	0			
15	0	7	0			
Gender						
Male	1	19	2	2	1.22	0.545
Female	0	8	0			
Type of family						
Nuclear family	0	13	0	2	2.76	0.25
Joint family	1	13	3			
Residence area						
Urban	1	15	3	2	11.763	0.0027*
Rural	0	11	0			
Mode of play						
Play with friends	1	25	3	4	29.98	0.00001*
Not like to play	0	1	0			
Amount of daily study hours						
<2 hours	1	19	2	4	29.98	0.00001*
3–4 hours	0	5	1			
5–6 hours	0	2	0			

∗*Significant at 0.05 level.*

Table 9. *Association between causes of poor academic performance as measured by rating scale with educational status of father socio-economic status, parents employment, educational status of mother and hobbies.*

Variables	Category			df	Chi-square	*P*-value
	Mild	*Moderate*	*Severe*			
Educational status of father						
Primary level education	0	8	0	4	2.52	0.641
Secondary level education	1	11	2			
Graduation and above	0	7	1			
Socio-economic Status						
Low (<30,000)	0	1	1	2	4.153	0.125
Middle (30,000–100,000)	0	21	2			
High (>100,000)	0	5	0			
Parent's employment						
Both parents are employed	1	5	0	2	25.29	0.00001*
Single parent employed	0	21	3			
Educational status of mother						
Illiterate	0	1	0	6	5.439	0.488
Primary level education	0	12	1			
Secondary level education	1	7	2			
Graduation and above	0	5	0			
Hobbies						
Playing	0	15	3	8	2.8	0.946
Reading	0	5	0			
Travelling	0	3	0			
Online gaming	1	1	0			
Others	0	1	0			

∗*Significant at 0.05.*

Table 8 shows that there is a significant association between causes of poor academic performance as measured by rating scale with residence area, mode of play, and amount of daily study hours (*p*-value <0.05). There is no significant association between causes of poor academic performance as measured by rating scale with age, gender, and type of family (*p*-value >0.05).

Table 9 shows that there is a significant association between causes of poor academic performance as measured by rating scale with parent's employment (*p*-value <0.05). There is no significant association between causes of poor academic performance with educational status of mother, hobbies and educational status of father (*p*-value >0.05).

DISCUSSION

The study results reveal the causes of poor academic performance including the personal factors such as visual and hearing problems, laziness to study, decreased amount of daily studying, decreased knowledge regarding learning techniques, sleepy in class, disturbed when studying, mental problems, family issues, and the interpersonal factors such as ineffective teachers communication, decreased parents attention, and negligence from teachers. The study suggests the early detection of such problems and its correction for improving the academic performance of students.

CONCLUSION

The present study was undertaken to assess the causes of poor academic performance in school-going children in Islahiya Public School, Kottakal.

The results reveal the causes of poor academic performance including the personal factors such as visual and hearing problems, laziness to study, decreased amount of daily studying, decreased knowledge regarding learning techniques, sleepy in class, disturbed when studying, mental problems, family issues, and the interpersonal factors such as ineffective teachers communication, decreased parents attention, and negligence from teachers.

The important findings of the study are as follows;

- 50% of students have severe causes, 40% have moderate causes, 7% of them have mild causes, and 3% of them have very severe causes.
- 60% of students have average knowledge regarding the effective learning techniques.
- 13% of students have mild visual problem.
- 3% of them have severe visual impairment.
- 13% of students have bone conduction greater than air conduction.
- There is a significant association between causes of poor academic performance as measured by checklist with gender, type of family, residence area, and educational status of mother (*p*-value <0.05).

There is a significant association between causes of poor academic performance as measured by rating scale with residence area, mode of play, amount of daily study hours, and parent's employment (*p*-value <0.05).

NURSING IMPLICATIONS

Nursing can play a vital role in assessing the causes of a phenomenon and preventing its complication. The curriculum of nursing education should prepare nurses who are competent enough to assess the cases and plan adequate interventions. School health nurses also play a vital role in assessing minute causes of poor academic performance and find ways to overcome it. Nurse can assist

teachers in helping students to improve their academic performance by identifying underlying causes.

LIMITATIONS

- The present study is limited to only 30 students.
- The present study was limited with lack of reliable data what we require.
- The bias and hesitations of respondents affect the analysis in a significant manner.

RECOMMENDATIONS

- The present study can also be conducted in large sample size.
- The present study can also be conducted in government school settings.
- The present study can also be conducted in the college students.

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