



# Causes of academic backwardness of rural school students in Marathwada region

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## ARTICLE INFO :

**Received** : 20.10.2015  
**Revised** : 08.11.2015  
**Accepted** : 16.11.2015

## KEY WORDS :

Academic backwardness, Rural school students, Causes of academic backwardness

## HOW TO CITE THIS ARTICLE :

Gaikwad, N.B., Shaikh, R.M. and Kadam, R.P. (2015). Causes of academic backwardness of rural school students in Marathwada region. *Adv. Res. J. Soc. Sci.*, 6 (2) : 222-227.

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## ABSTRACT

One hundred and fifty purposely selected rural school students from four operational villages of AICRP-Home Science project were selected and categorized as having academic backwardness based on their academic grade cards issued by the respective schools. D grade (34-40 %) *i.e.* poor and E grade *i.e.* (21-34 %) very poor grades were the cut of points decided for categorizing the students as academically backward students. For the present investigation equal number of boys and girls *i.e.* 75 were selected from 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> standards of schools of Pokharni, Daithana, Takali and Dharmapuri of Parbhani dist. Thus total sample for the study were 150 respondents. From this study it can be concluded that the major causes for academic backwardness of rural school students were found to be belonged to low level of socio-economic status, non-conducive home associated factors academic, associated incapacities and negative views, health associated factors and their below normal GQ and IQ. For this it can be advocated that socio-economic status of family, family and school environment should be improved for developing interest of rural school students to learn better in classes and achieve better in examination.

## INTRODUCTION

Academic backward children are the children who have troubles with education and their capability of learning belongs to the lower level than it is required according to the general standards. In every country there is a problem with academic backward children and pedagogues work hard to create effective methods of teaching and improvement the chances for children to receive normal education.

There are many factors which influence the problem of the child's academic backwardness and they depend

to the physical, genetic, psychological, social, economic and other fields. The first factor which can influence the child's learning abilities is a disease or physical injures of the essential organs, primarily the brain. If the child has fallen ill with something and takes medicine for the disease, they can have a negative impact on their intellectual abilities. Academic backward children are the children who require specific approach towards education and the students are able to improve their knowledge on the issues and study the problem from all sides. It is better to reveal the problem on child backwardness on the definite example suggested by the professors and a case

study will be a magnificent experience for every young professional. One should learn about the child as much as possible and find out about the causes of their backwardness and evaluate its effect on the quality of his education (ASERT report 2015). Enlight of these facts the present study was conducted with the following objectives.

- To identify academically backward rural school students
- To find out the causes of academic backwardness of selected rural school students
- To assess growth quotient and intelligence quotient of academically backward rural school students
- To find out the relationship between their background and personal variables with their academic achievements.

## MATERIAL AND METHODS

One hundred and fifty purposely selected rural school students from four operational villages of AICRP-Home Science project were selected and categorized as having academic backwardness based on their academic grade cards issued by the respective schools. D grade (34-40 %) *i.e.* poor and E grade *i.e.* (21-34 %) very poor grades were the cut of points decided for categorizing the students as academically backward students. For the present investigation equal number of boys and girls *i.e.* 75 from 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> standards of schools of Pokharni, Daithana, Takali and Dharmapuri of Parbhani dist. Thus total sample for the study were 150 respondents. After enrollment of the students in this study, their socio economic status was assessed by using SES scale developed by AICPR-HD, Home Science unit and their academic associated capacities and views, health associated causes and home associated causes were assessed by using checklist on causes of academic backwardness developed by AICPR-HD Home Science unit. Their Growth Quotient (GQ) was assessed by taking their three anthropometric measurements *i.e.* height, weight and head circumference as per standard procedure. Their intelligence quotient was assessed by administering Standard Progressive Matrics developed by Ravens *et al.* (1998). The collected data was pooled and it were statistically analyzed. Correlation co-efficient was assessed to find out the association between different background and personal variables with their academic achievements.

## Tools used for the research :

### *Socio-economic status scale:*

The Socio-economic status scale consisted of parameters such as SES of family, types of family, and sizes of family, age, gender, ordinal position and parental education. The summated score is categorized as low, medium and high.

**Table A : Classification of academic achievement of school students Provided by Education Department M.S.):**

Sr. No.	Grades	Percentages of marks	Remarks
1.	A + grade	91-100 %	Excellent
2.	A grade	81-90 %	Very good
3.	B+ grade	71-80 %	Good
4.	B grade	61-70 %	Average
5.	C+ grade	51-60 %	Below average
6.	C grade	41-50 %	Very below average
7.	D grade	34-40%	Poor
8.	E grade	21-33 %	Very poor

Note : Children with D and E grades are considered as academically backward students

## Checklist to asses causes for academic backwardness of rural school students:

Checklist consists of three main causes for academic backwardness of children *i.e.* academic associated capacities and views causes, home associated causes and health associated causes. In each area statements regarding academic, home and health causes were given. Academic associated capacities and views causes comprised of 18 statements, home associated causes-12 statements and health associated causes comprised of 9 statements.

## Anthropometric measurements :

To assess the anthropometric measurement height, weight and head circumference were measured as per standard procedure and that are compared with the NCH standards.

Standard Progressive Matrics by Ravens *et al.* (1998) to assess IQ this scale is used for assessing developmental/mental age as well as perceptual capabilities of children (5-18 yrs) for clinical work satisfactorily with normal children. SPM is designed to accurately assess a person's present clarity of observation and level of intellectual development. The SPM manual (booklet) having set of problems *i.e.* 'A', 'Ab', 'B'. Client have to complete 'A' set problems, 'Ab' set problems

and 'B' set problems. There is no time limit but clients are to respond as fast as possible. Compare the replies / responses of the client with the scoring key of the manual and calculate the right responses. These responses / raw score to be converted into mental age as per the table in the manual.

## OBSERVATIONS AND ANALYSIS

Table 1 indicated that majority of the selected rural school students belonged to low socio-economic status group 67.3 per cent and remaining *i.e.* 32.6 per cent belonged to medium level socio-economic status. Obeta (2014) studied "home environment factors affecting student's academic performance in Abia state Nigeria. The results indicated that socio-economic status of student's family influences the academic performance of children. This research is similar with above study. Sixty six per cent of them belonged to nuclear type of family while remaining were belonged to joint family. Relatively a higher percentages of their mothers and fathers were just literate (54 % and 51.0 %), respectively and others are up to primary educated only. Equal percentage of the respondents *i.e.* 33.3 per cent of each belonged to Std 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> standard. Majority of the sample *i.e.* 48.00 per cent were second born.

Table 2 shows the grades and ranges of percentages of marks of academic achievement of academically backward school students. Fifty seven per cent of selected academically backward rural students were come under E grade (very poor) category *i.e.* (21-33 %) while 42.66 per cent of them were come under D grade (poor) category *i.e.* (34-40 %) on the basis of academic achievement grade cards provided by their respective schools.

Table 3 indicates the categories and ranges of growth quotient (GQ) of academic backward rural school students. Majority (75.33%) of them were belonged to fair category of growth quotient followed by 10.67 per cent each were under poor and good category of growth quotient while very few *i.e.* 3.33 per cent were come under very good category

Table 4 shows the categories and ranges of intelligence quotient of selected academically backward rural school students. Majority of the sample *i.e.* 84.0 per cent of them were come under below normal IQ category while 16.0 per cent of them come under normal IQ category. Statistics show that 20 per cent of children

**Table 1 : Background information of the academically backward rural school students (n=150)**

Sr. No.	Background variables	Respondents	
		No.	Per cent
<b>SES of the family</b>			
1.	Low	101	67.3
2.	Medium	49	32.6
<b>Types of family</b>			
1.	Nuclear	99	66
2.	Joint	51	34
<b>Sizes of Family</b>			
1.	Small (1-4)	19	12.6
2.	Medium (5-8)	104	69.3
3.	Large (>9)	27	18
<b>Education of the sample</b>			
1.	7 <sup>th</sup>	50	33.3
2.	8 <sup>th</sup>	50	33.3
3.	9 <sup>th</sup>	50	33.3
<b>Gender</b>			
1.	Female	75	50
2.	Male	75	50
<b>Ordinal position</b>			
1.	First born	48	32
2.	Second born	72	48
3.	Third born	18	12
4.	Forth born	12	8
<b>Maternal education</b>			
1.	Just literates	94	62.66
2.	Primary educated	41	27.33
3.	High school educated	15	18
<b>Paternal education</b>			
1.	Just literates	89	59.33
2.	Primary educated	42	28
3.	High school educated	19	12.67

Figure in the parentheses indicates number of the responses

**Table 2 : Grades and percentages ranges of academically backward school students**

Sr. No.	Grades and percentages of school students	Respondents	
		No	Per cent
1.	D grade (34-40 %)	64	42.67
2.	E grade (21-33 %)	86	57.33

Figures in the parentheses indicates number of the responses

**Table 3 : Categories and ranges of growth quotient of academically backward rural school students**

Sr. No.	Categories and ranges of GQ	Respondents	
		No	Percentages
1.	Very good (90-95)	(5)	3.33
2.	Good (85-90)	(16)	10.6
3.	Fair (80-85)	(113)	75.33
4.	Poor (below 80)	(16)	10.6

Figures in the parentheses indicates number of the responses

Sr. No.	Categories and ranges of IQ	Respondents	
		No	Percentages
1.	Normal (101-110)	24	16.0
2.	Below normal (90-100)	126	84.0

Figures in the parentheses indicates number of the responses

Sr. No.	Cases	Yes	
		No	%
<b>Academic associated capacities and views</b>			
1.	Unable to write answers in the exams	102	68.00
2.	Inappropriate writing speed	95	63.33
3.	Poor attention and comprehension	115	76.66
4.	Poor relationship with classmates	81	54.00
5.	Irregular study habits	112	74.66
6.	Irregularity in study	108	72
7.	Feel study as burden	102	68.00
8.	Inability to complete academic tasks	115	76.66
9.	Dislike and fear of studies	102	68.00
10.	Unable to grasp the teachings in classroom	106	70.66
11.	Boring Teaching methods	102	68.00
12.	Biased teachers	48	32.00
13.	Improper loudness of teachers	74	49.33
14.	Strong dislikes for few subjects	116	77.3
15.	Feel some subjects are tough	101	67.33
16.	Poor revision/practice classes (No remedial classes)	126	84.00
17.	Could not read written on writing boards	11	7.3
18.	Noisy classrooms	25	16.66
<b>Home associated causes</b>			
1.	Non-conducive home environment	104	69.3
2.	Work with family members for earning	94	62.66
3.	Interruption of studies due to parental occupation	90	60.00
4.	Domestic responsibilities	115	76.66
5.	Improper facilities for studies at home	110	73.33
6.	No value and motivation for education	108	72
7.	Care of younger siblings	104	69.33
8.	Disinterest of parents in child studies	75	50.00
9.	No support from family in studies	135	90.00
10.	Uneducated parents	125	83.33
11.	Family fights and clashes	85	56.66
12.	Health issues of family members	50	33.33
<b>Health associated causes</b>			
1.	Feel stressed	41	27.3
2.	Feel tired	47	31.33
3.	Headache	40	26.66
4.	Abdominal pain	65	43.33
5.	General weakness	95	63.33
6.	Lack of concentration	115	76.66
7.	Insufficient intake of food due to health issues	35	23.33
8.	Health issue due to long distance of school	120	80.00
9.	Cough and cold	31	20.6

in a classroom get poor marks - they are “scholastically backward”. Backward children are having a below 85 intelligence. However this is a “symptom” reflecting a larger underlying problem in children (Sunny Jacob, 2014).

Table 5 depicts the academic associated capacities and views reported by rural school students for their academic backwardness. Majority of rural school students *i.e.* (84 %) reported poor revision/practice classes (no remedial classes), followed by strong dislikes for few subjects (77.3 %), poor attention and comprehension (76.66 %), irregular study habits (74.66%), irregularity in study (72 %). While 68 per cent of them were reported that they were unable to answer in the exams, feels study as burden, dislike and fear of studies. Forty-nine to 67 per cent of them reported about the improper loudness of teachers, poor relationship with classmates, inappropriate writing speed and feel some subjects are tough. One third of the respondents (32 %) were reported about the biased behaviour of teachers.

Research has consistently found a higher-than-normal rate of behavioural problems in the classroom among students with learning disabilities. However, it should be noted that the relationships between students’ behavioural problems and academic difficulties are not known. In other words, we do not know whether the academic deficits or the behavioural problems cause the other difficulty. Furthermore, many children with LD exhibit no behavioural problems at all (Heward, 2003). Research further suggests that social interaction problems for students with LD seem to be more evident in those who have problems in math, visual-spatial tasks, tactual tasks, self-regulation, and organization (Worling *et al.*, 1999).

After reviewing 152 different studies, Kavale and Forness (1996) concluded that 75 per cent of students

with LD exhibit deficits in social skills. Studies of teacher ratings also suggested that students with learning disabilities have lower social status than other students.

Table 5 also indicates the home associated causes reported by rural school students for their academic backwardness. Majority of rural school student (90 %) were reported that there was no support from family in their studies followed by uneducated parents (83.33 %) domestic responsibilities (76.66 %) improper facilities for studies at home (73.33 %), no value and motivation for education from family members (72 %), care of younger siblings and non-conducive home environment (69.33 %) each. While 50 per cent to 62.66 per cent of them reported about the family fights and clashes, disinterest of parents in child studies, interruption of studies due to parental occupation and work with family members for earning. Very few *i.e.* (33.33%) of them reported the cause of health issues of family members.

Table 5 depicts the health associated causes reported by rural school students for their academic backwardness. Eighty per cent of rural school students reported health issues due to long distance of school from their respective homes followed by lack of concentration (76.66 %), general weakness (63.33 %), abdominal pain (43.33 %), feel tired (31.33 %) while in the ranges of 20.6 per cent to 27.3 per cent of rural school students reported health causes like cough and cold, insufficient intake of food due to health problem, headache and feel stressed.

Table 6 clearly depicts that there is no correlation between background and personal variables of academically backward rural school students with academic achievement as the majority of the sample students’ family and personal background variables found to be similar therefore non-significant correlation is found between these rural school students’ variables and their

Sr. No.	Background and personal variables	Academic achievement of students
1.	Mother education	-0.102 <sup>NS</sup>
2.	Father education	-0.117 <sup>NS</sup>
3.	SES of the family	-0.027 <sup>NS</sup>
4.	Academic associated capacities and views	-0.066 <sup>NS</sup>
5.	Home associated causes	-0.05 <sup>NS</sup>
6.	Health associated causes	-0.062 <sup>NS</sup>
7.	Growth quotient (GQ)	0.008 <sup>NS</sup>
8.	Intelligence quotient (IQ)	-0.098 <sup>NS</sup>

NS=Non-significant

academic achievement. Mathur *et al.* (2003) conducted study on 83 adolescents (boys and girls) on emotional intelligence interrelationship of attribution, taking responsibility and scholastic performance in adolescents. Result exhibits that adolescent, who have high level of responsibility do higher on scholastic performance, make better adjustment and gain confidence. This research is contradictory with above study.

### Conclusion:

From this study it can be concluded that the major causes for academic backwardness of rural school students were found to be belonged to low level of socio economic status, non-conducive home associated factors, academic associated incapacities and negative views, health associated factors and their below normal GQ and IQ. For this it can be advocated that socio-economic status of family, family and school environment should be improved for developing interest of rural students to learn better in classes and achieve better in examination.

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