

Academic Performance and their differential Income Status an Associational Study among School Children

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Abstract

After children enter school and come into contact with more children than during the preschool years, interest in family activities begins to wane. At the same time, individual play gives way to group games. After children enter school and come into contact with more children than during the preschool years, interest in family activities begins to wane. Most parents realize that there is a close relationship between a child's social adjustments and success and happiness in childhood as well as in later life. A total number of **300 children** were selected using **Simple Random Sampling method** and hundred each from low income, middle income and high income groups in Guntur were selected and the **Primary Data** was collected by using **pre-designed Interview Schedule**. It was found in the study that only 52% of the children of **LIG** were attending the classes regularly and where as in **MIG** and **HIG** 89% and 95% of the children respectively were having regular attendance. In total 74% of the children were grasping the teacher's teachings and only 26% of the children were not following the teachers teaching. In total only 66% of children were expressing their doubts when they need and 34% of children were not asking any doubts in the class indicating that the children's fear and shy at this stage. Most of the **HIG** children 52% were in A grade and 21% children from **MIG** were also in A grade, with 8% children from **LIG** were in A grade.

KEYWORDS :Shifting-group, Informal play group, Social adjustment, Academic standards

Introduction

After children enter school and come into contact with more children than during the preschool years, interest in family activities begins to wane. At the same time, individual play gives way to group games. Since group games require a large number of playmates, the older child's circle of friends gradually widens. With change in play interests comes an increasing desire to be with, and to be accepted by, children outside home. Upon beginning school, children enter the "gang age" an age when social consciousness develops rapidly. Becoming socialized was one of the major developmental tasks of this period. Children become members of a peer group which will gradually replace the family in its influence over their attitudes and behavior. The peer group, as defined by Havighurst, was an "aggregation of people of approximately the same age who *feel* and *act* together". During the transition from the pre-gang age of early childhood to the gang age of late childhood, children shift from one group to another or from group to individual activities. The "shifting-group" stage bridges the gap between the pre-gang and the gang ages. The informal play group of the early school days consists of only two or three children. It was formed to carry out a specific play activity and is

thus transitory. The activity itself, not friendship, is the basis for the organization of the group. Within the group, leadership swings from one child to another, depending on which child takes the initiative in a specific activity. There were many brief quarrels, but these have no permanent effect on the makeup of the group.

Most parents realize that there is a close relationship between a child's social adjustments and success and happiness in childhood as well as in later life. To ensure that their children will make good social adjustments, they provide them with opportunities to have social contacts with other children, and they try to motivate them to be socially active, hoping that this will lead to good social adjustments. Furthermore, they believe that a child who makes good social adjustments will be laying the foundations for success in adult life. If the child was well accepted by peers, they believe, it will result in behavior patterns and attitudes that will lead to a successful marriage and will be a stepping-stone to success in the vocational world, which will lead to upward social mobility. Teachers were concerned about the social adjustments of their students because they know that well-accepted children were far more likely to do work in keeping with their capacities than were those who were rejected or ignored by their classmates.

Methodology

Three Schools i.e. Government Municipal School (Z.P. Elementary School, Pattabhipuram, Guntur), second one Public School (Dr.K.L.P. Public School, Vidyanagar, Guntur) and third School (S.V.Balakuteer, Shyamalanagar, Guntur) were selected for the present study and from each school a sample of 100 of 6-8 years age children were selected from three different income groups in Guntur in Andhra Pradesh. A total number of **300 children** were selected using **Simple Random Sampling method** and hundred each from low income, middle income and high income groups were selected and the **Primary Data** was collected by using **pre-designed Interview Schedule**.

The performance of children in school and academics has been consolidated based on teachers evaluation of the students. Various aspects of child performance in school have been included in the questionnaire and given to the teachers to fill up. The results of this evaluation are tabulated was given in table1.

Table:1
Children's attendance in the school among the three income groups.

Variable	Particulars	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
He/She has regular attendance	Yes	17.3(52)	29.6 (89)	31.6(95)	78.5(236)
	No	16(48)	3.6(11)	1.6(5)	21.2(64)
Total		33.3(100)	33.3(100)	33.3(100)	100(300)

Source: Field Survey Data

School attendance of children coming from three different groups was evaluated and tabulated. Only 52% of the children of LIG were attending the classes regularly and the remaining 48% of the children were not attending regularly. It showed that the children coming from LIG were not having regular attendance because they were sick or parental countered supervision and some were sending for labour work by their parents. Where as in MIG and HIG 89% and 95% of the children respectively were having regular attendance. Some children, 11% and 5% in MIG and HIG were not having regular attendance due to their health problems.

Table: 2

Grasping power of the children during class hours

Variable	Particular	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
Children's Grasping power	Good	13.3 (40)	27.3(82)	33.3(100)	74(222)
	Poor	20(60)	6(18)	0(0)	26 (78)
Total		33.3 (100)	33.3(100)	33.3(100)	100(300)

Source: Field Survey Data

The table 2 represents children's grasping power and mental ability during the class hours as evaluated as good for those who were following teaching in the class and their grasping was good. In LIG only 40% of the children were following teacher's teaching. In MIG 82% and HIG 100% follows the teacher while teaching. Majority of the children were in LIG 60% were not following teacher's teaching because they were not attending regularly to the classes and some were of below average standards. Only 18% of the children from MIG were not following the teachers teaching while teaching.

In total 74% of the children were grasping the teacher's teachings and only 26% of the children were not following the teachers teaching. The teacher takes special care about the children who were not following by taking special classes to the children, and by giving special care to the children for those who were missing classes. It gives some improvement to the children who were not catching the teacher's point of view. The results on passing doubts was given in table 8.

Table: 3

Information about children's doubts.

Variable	Particulars	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
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He/She asks any doubts when he needs	Yes	10(30)	25.3(76)	30.6(92)	66(198)
	No	23.3(70)	8(24)	2.6(8)	34(102)
Total		33.3 (100)	33.3(100)	33.3(100)	100(300)

Source: Field Survey Data

This question was put to the teachers to know the behaviour, when the child was not able to follow, whether he/she was asking the doubts or not. If the children were having the capacity to clarify their doubts then they can learn very well. It will indicate their interest, curiosity and eagerness to learn. The child capacity to ask doubts depends on the freedom provided by the teacher. In LIG only 30% children were found to be asking the doubts when they need. In MIG 76% and HIG 92% children respectively were asking their doubts in the classroom.

In total only 66% of children were expressing their doubts when they need and 34% of children were not asking any doubts in the class indicating that the children's fear and shy at this stage. Inhibition or withdrawal nature of children sometimes might hinder the child from asking questions or passing doubts in the class. When compared to MIG & HIG, children of LIG were unable to express their doubts when they need.

Table: 4
Children active participation in extracurricular activities.

Variable	Particular	LIG n:100	MIG n:100	HIG n:100	Total n:300(100)
Extracurricular activities	Yes	14(42)	30.6 (92)	31.6(95)	76.3(229)
	No	19.3(58)	2.6(8)	1.6(5)	23.6(71)
Total		33.3 (100)	33.3(100)	33.3(100)	100(300)

Source: Field Survey Data

The above table 4 represents the children's active participation in extracurricular activities. In LIG only 42% children were actively participated in extracurricular activities and remaining 58% were not interested in extracurricular activities. MIG 90% and HIG 95% children were actively participating in extracurricular activities, remaining 8% in MIG and 5% in HIG were not participating in extracurricular activities. From the above table it can be concluded that 76.3% children were actively participated in

extracurricular activities and only 23.6% children were not participating. It represents that majority of children showed interest in extracurricular activities. The participation in extracurricular activities help children for overall development like social, moral, language, physical and cognitive developments.

Table: 5

Academic standard of LIG children (in grades)

Variable	Grade	No. of respondents	Percentage
Academic standard of children	A+	2	2
	A	8	8
	B	30	30
	C	40	40
	D	20	20

Source: Field Survey Data

Table 5 reveals the academic standards of LIG children. In the sample only 2 percent of them were in A+grade. Majority of them (40%) were in C grade and followed by B grade with 30 percent. Children only 8 percent were in A grade and the remaining 20 percent were in D grade.

Table: 6

Academic standard of MIG children (in grades)

Variable	Grade	No. of respondents	Percentage
Academic standard of children	A+	19	19
	A	21	21
	B	42	42
	C	14	14
	D	4	4

Source: Field Survey Data

Table 6 reveals the academic standards of MIG children. In the sample only 4 percent of them were in D grade. Majority of them (42%) were in B grade and followed by A grade with 21 percent. Children 19 percent were in A+ grade and the remaining 14 percent were in C grade.

Table: 7
Academic standard of HIG children (in grades)

Variable	Grade	No. of respondents	Percentage
Academic standard of children	A+	38	38
	A	52	52
	B	10	10
	C	0	0
	D	0	0

Source: Field Survey Data

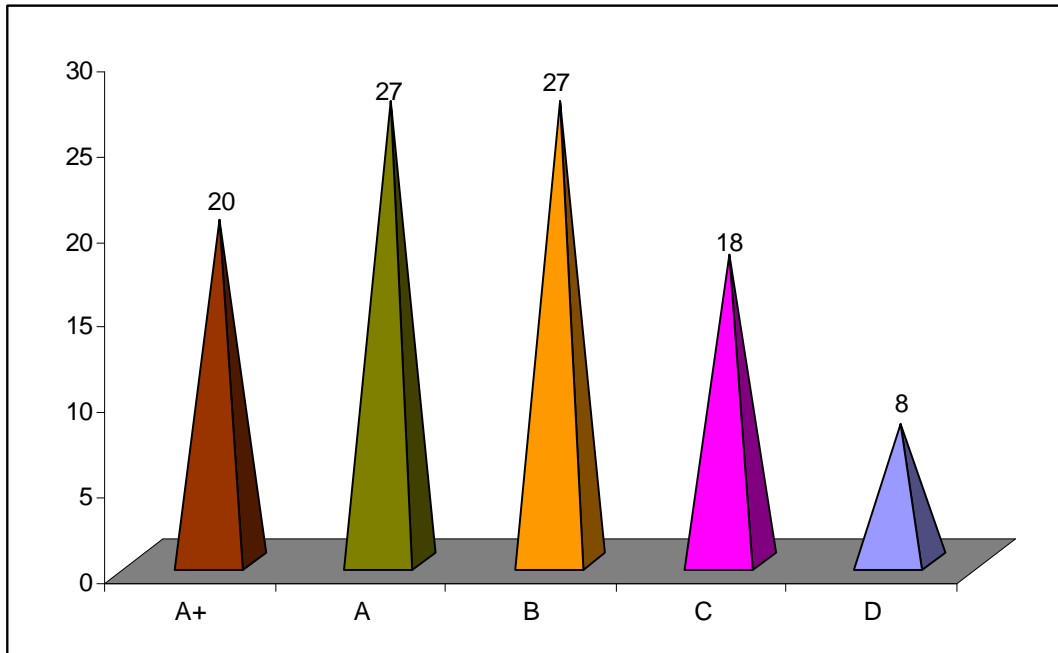
. Table 7: reveals the academic standards of HIG children. In the sample only 10 percent of them were in B grade. Majority of them (52%) were in A grade and followed by A grade with 38 percent.

Table: 8
Academic standards of three different groups of children.(in grades)

Variable	Grade	No. of respondents			Total
		LIG n:100	MIG n:100	HIG n:100	
Academic standard of children	A+	2(0.6%)	19(6.3%)	38(12.6%)	59(19.5%)
	A	8(2.6%)	21(7%)	52(17.3%)	81(27%)
	B	30(10%)	42(14%)	10(3%)	82(27.3%)
	C	40(13.3%)	14(4.6%)	0(0%)	54(18%)
	D	20(6.6%)	4(1.3%)	0(0%)	24(8%)

Source: Field Survey Data

Fig. 1
Academic standards of three different groups of children.(in grades)



The academic standards of three different income group children were tabulated in table 8. Their previous academic performance from the school records was taken and tabulated. Only 20% children were found in A+ grade and fifty percent of these children were from and remaining children were from MIG and LIG. In LIG only 2% children in A+ grade. Most of the HIG children 52% were in A grade and 21% children from MIG were also in A grade, with 8% children from LIG were in A grade. Majority of the children from MIG 42 (14%) were in B grade when compared to HIG and LIG. Here LIG children follow the next position with 10%. In LIG most of the children were in C grade with 13% and only 5% children from MIG were in C grade. In LIG 7% children in D grade and MIG only 1% children were in D grade. When the data compiled together majority of the children were in A and B grades with 27% and the next position goes to A+ grade with 20% some children were in C grade with 18% only very few children were in D grade with 8%. From the above table we can reveal that the academic standards of LIG children. In our sample only 2 percent of them were in A+ category. Majority of the children 40 percent were in C category and the next position goes to B category which was 30 percent. Only few of the children 8 percent were in A category and the remaining children were in D category (20 percent). From the above table we may conclude that some children 27% were having good academic performance with 7-8 & 8-9 points out of 10 points and some children 20% were having grade 9-10 points. The children who were in C grade 5-6 points were only 18%. Children those who were under 4-3 points in their academic performance were only 8%. All the children coming from three different income groups show good academic performance. It shows the government's sarva siksha abhiyan running successfully regarding LIG children.

(Ref: Pam Harris (1970), reviewed research relating to parental involvement in children's development reveals that the major focus has been on low income family. Also

makes this point, while most research focused on the effects of intervention on children at risk due to biological, emotional or environmental factors. New studies have considered the effects of providing parent's education, emotional support for middle class families.)

The fore going and the results of the discussion clearly brought out the impact of certain variables on the grasping power of the children while the teacher was teaching and also their behaviour attendance, active participation in classroom and outside movement with peer group etc. It was observed that the low income group children's behaviour was unsatisfactory at 2% level in the school, while the middle and high income groups children were having satisfactory behaviour. The LIG children were not attending the school regularly when compared to MIG and HIG. Some LIG children were sent to labour work by their parents to support their family and also some of them were having ill health problems like fever. Regarding the children's active participation in the class room, surprisingly MIG children were not active compared to LIG and HIG. At this stage the child has a tendency to play at home. He feels comfortable at home rather than in the school.

All the children from three different income groups were having free social movement with the peer group. It was a positive sign towards the society. But in showing respect towards elders the MIG and HIG children were in good position. But in LIG some children don't know how to respect elders. Most of the children from all the three different income groups were intelligent regarding teachers opinion but few children were in below average position. The second position goes to the above average and the remaining children were in average. Most of the children from HIG were intelligent, MIG children were in above average group and LIG children were more in average position regarding teacher's opinion.

The majority of the children from three different income groups were grasping what the teachers were teaching. The children who were unable to grasp the teachers teaching were in LIG children with a total of 20%. One third of the children were unable to clarify their doubts due to shy, fear and inferiority feelings etc. Especially it was more in LIG when compared to MIG and HIG and the remaining children from all the different income groups were clarifying their doubts regularly. The MIG and HIG children were actively participating in extracurricular activities whereas in LIG only 14% of the children were active.

The previous academic year performance of the three different income group children was recorded and it was analyzed. Majority of the children were equal in A and B grades. Next position goes to A+ grade. Only 18% of children were under C grade. The children who were under D grade were only 8%. Again in LIG, more children were in D grade with 7%.

Teacher opinion regarding each individual child from three different income groups was noted down and analyzed. Once again the results proved that LIG children were not attending the classes regularly, unable to grasp the teachers teaching and also not clarifying their doubts due to shy, fear and inferiority complex. They were not active in extracurricular activities. Some of them were sent for labour work and some were

suffering from infectious diseases when compared to MIG and HIG their academic progress was also not at good standard.

Conclusion

Overall Academic Performance and other aspects were analysed. HIG and MIG group children were found to be having better Academic performance and very active compared to LIG group children. These might occur due to improper food, and low economic standard of their families showing effect on their cognitive ability and academic performance.

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