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Factors Affecting Academic Success -A Study on 8th Class Students of Rural and Urban Government Schools, Guntur, Andhra Pradesh, India

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Abstract: At present, only the parents with low income status, joining their children in Government schools. In most of the cases, parents educational background is low. So, the teachers have to play a major role not only about the subject, but also about the factors that influence the academic success. The present study has six factors that affect student success concentration, Memory, Friends, Health, Handwriting, Fears and phobias and other factors. A total of 1510, 8th class students from rural (805) and urban (705) schools in and around Guntur Municipal Corporation. Using the simple questions student's response was taken. The study found that significant variation is present between rural and urban students in relation to memory and handwriting. High percentage of Rural students (31.63%) revealed low memory. Compared to 16.76% of Urban. 28.34% of Urban student's handwriting is poor compared to 18.95% of rural school students.

Keywords: Academic success, rural and urban schools, concentration, memory, handwriting, fears and phobias.

I. INTRODUCTION

The academic success of a student depends on several factors. For ex. Level of concentration in the classroom, memory, friends, health problems, handwriting, fears and phobias, family problems and interest in studies. Some of these factors were studied with 8th class students of the Guntur Municipal schools and rural schools, present around the Guntur Municipality. Mehralizadeh et al., (2013) studied about the factors affecting student's concentration in the classroom. Lamba et al., (2014) observed the impact of teaching time on attention and concentration and found that 46% students had average concentration and 10% had poor concentration. The study made by Attia et al., (2017) revealed effect of technology on student's concentration. Learning assessment and neurocare center had suggested some management techniques to eliminate concentration difficulties (<https://www.lanc.org.uk>). Granies (2001) reported the various factors that affect retention in the class room. In a study, how technology was warping our memory is explained (<https://www.huffingtonpost.in>, <https://web.extension.illinois.edu>). This study examined the influence of poor handwriting on students' score reliability in mathematics. The result indicated that when students find it difficult to write legibly, it affects their overall achievement in school mathematics and hence weakens their educational progress (Oche, 2014). Early fine motor writing skills are quickly becoming recognized as an important school readiness skill associated with later academic success (Dinehart and Manfra, 2013). Dinehart (2014) highlighted the importance of handwriting in early childhood education. The effects of social anxiety and social skills on academic performance in relation to graduate students were studied by Strahan (2003). Rogerson and Sco (2010) studied the effects of fear factor on learning environment. The present study was concentrated on the some of the factors that affect academic success of High school students.

II. METHODOLOGY

11 Zilla Parishad High schools (Two are girls' schools and others are coeducation) from Guntur rural villages and Seven municipal High schools were selected for the study. 8th Class students were chosen as subjects. A total of 1510 students was participated and out of them 805 students were studying in rural schools and 705 in urban schools (Table 1). The response was taken for six questions they are;

- A. How much percent of time concentrations in the classroom (<50% are >50%)?
- B. Are you able to recall and produce the prepared subject matter at least 75% on the examination?
- C. Whether your friends disturbing you in the classroom?
- D. Whether health problems disturbing your studies?
- E. Do you feel that your handwriting is poor (not freely readable)?
- F. Do you feel that fears and phobias disturbing your studies?

The response was analyzed using statistical analysis. Percent variation was studied in rural and urban schools separately and comparatively.

Table 1-Details of School Students Strength

S.No	Rural		Urban	
	Place	Strength	Name	Strength
1	Chinakakani	59	Smt. Kasturiba (SK)	173
2	Namburu –girls’	30	Smt. Nancharamma Kondal Rao (SGNKR)	66
3	Namburu	97	Sri Rama Rao (SJRR)	130
4	Pedakakani	99	Smt. Sayamma (SKS)	100
5	Pedaparimi	93	Pattabhipuram (P)	92
6	Ponnekallu	92	Kaveti Sankar Rao(KSR)	51
7	Takkellapadu	64	Smt. Chebrolu Mahalakshmi Pullaiah (SCMP)	93
8	Tadikonda	69		
9	Tadikonda- girls’	49		
10	Venigalla	79		
11	Koppuravuru	74		

III. RESULTS AND DISCUSSION

Percent variation was studied in rural and urban schools separately and comparatively (Tables 2 and 3, Figures 1a to 1g and 2a to 2g).

Table 2- Percentage of various hurdles -Rural School students

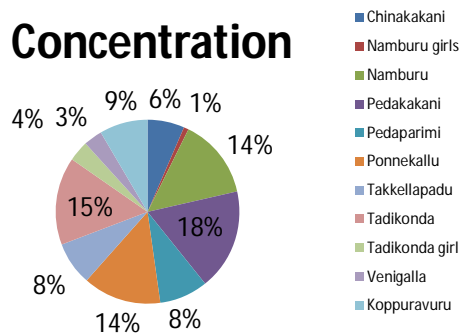
Hurdles	1	2	3	4	5	6	7	8	9	10	11
Concentration	6.48	0.81	14.17	17.81	8.50	13.77	7.69	15.38	3.64	3.24	8.50
Memory	7.83	2.76	11.75	10.83	6.91	14.06	9.45	12.67	6.91	7.60	9.22
Friends	5.34	0.76	4.58	7.63	22.90	19.08	6.11	12.98	5.34	4.58	10.69
Health problem	5.10	2.04	18.37	16.33	12.24	9.18	6.12	8.16	1.02	5.10	16.33
Handwriting	8.08	2.31	6.92	16.15	8.08	10.77	8.08	14.23	6.92	5.38	13.08
Fears and phobias	5.08	1.69	10.73	10.17	8.47	12.99	14.12	9.04	10.73	7.34	9.60
Others	4.00	4.00	0.00	12.00	0.00	0.00	8.00	64.00	0.00	4.00	4.00

1- Chinakakani , 2- Namburu girls, 3- Namburu , 4- Pedakakani, 5- Pedaparimi, 6- Ponnekallu, 7- Takkellapadu, 8- Tadikonda, 9- Tadikonda girls, 10- Venigalla, 11- Koppuravuru

Table 3- Percentage of various hurdles - Urban School students

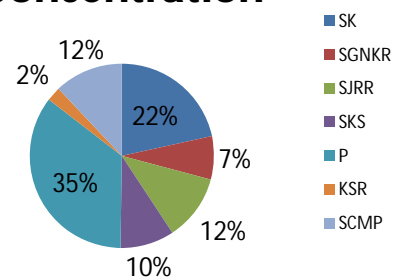
Hurdles	SK	SGNKR	SJRR	SKS	P	KSR	SCMP
Concentration	21.61	7.54	11.56	9.55	35.18	2.51	12.06
Memory	56.38	23.94	0.00	19.68	0.00	0.00	0.00
Friends	26.09	3.48	13.04	16.52	9.57	5.22	26.09
Health problem	16.38	10.34	16.38	7.76	18.97	2.59	27.59
Handwriting	31.13	5.03	14.78	12.26	17.30	4.40	15.09
Fears and phobias	18.29	5.49	16.46	26.22	13.41	4.88	15.24
Others	22.73	4.55	0.00	13.64	50.00	4.55	4.55

Concentration



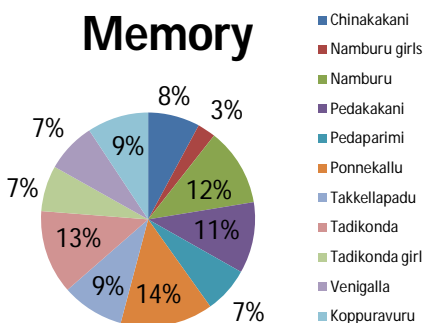
(1a)

Concentration



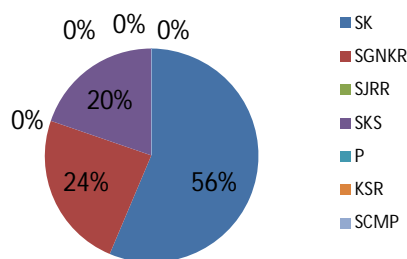
(2a)

Memory



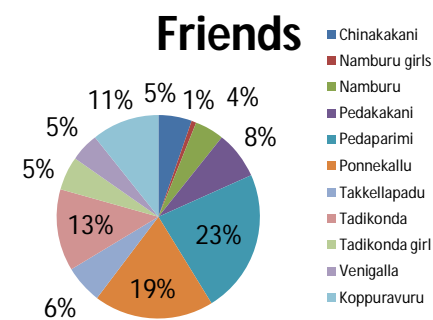
(1b)

Memory



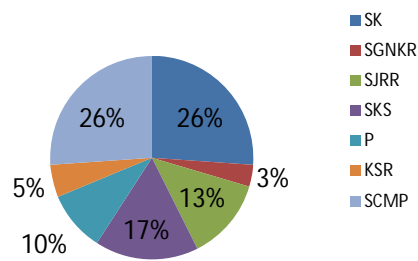
(2b)

Friends



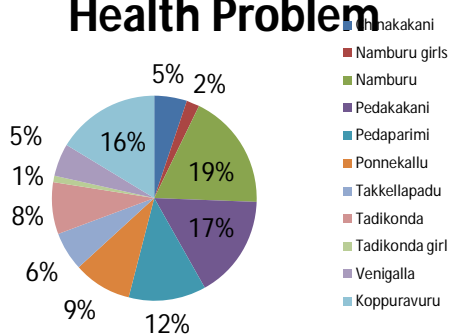
(1c)

Friends



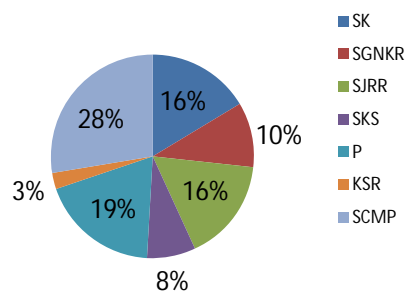
(2c)

Health Problem

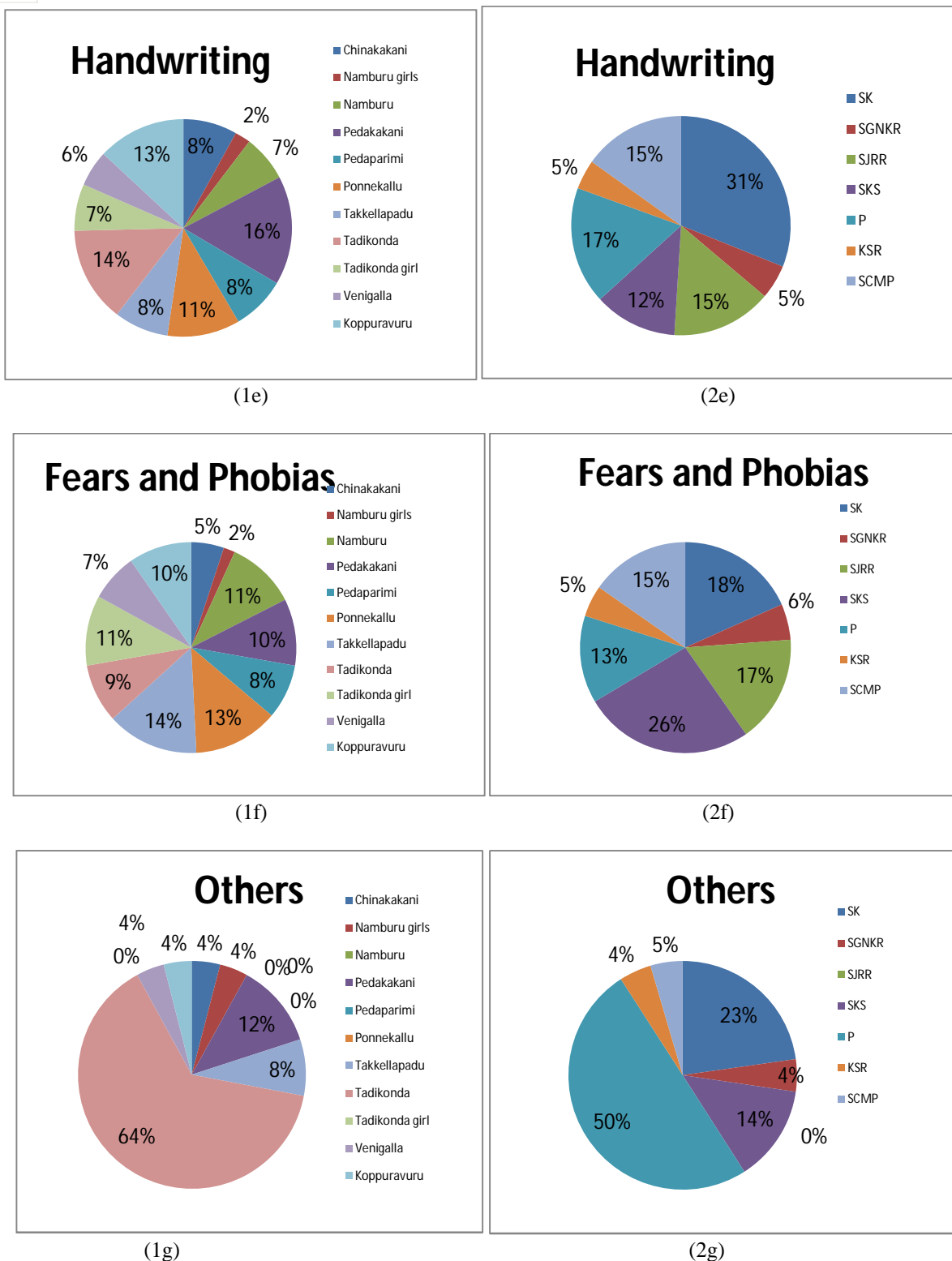


(1d)

Health Problem



(2d)



Figures 1 and 2 Percent variation of hurdles-Rural and Urban Students

A. Rural Schools

Concentration: Comparatively the highest percentage of Pedakakani school students expressed concentration problem, i.e., they are unable to concentrate in the classroom (17.81%), followed by Tadikonda (15.38%) and Namburu (14.17%). The problem is low (3.24%) for Venigalla students and (0.81%) of Namburu girls (Figure 1a).

Memory: 14.06% of Ponnekallu students revealed that they are unable to recall the subject matter in the exams (Figure 1b) followed by Tadikonda (12.67%). The lowest percentage was observed with Namburu girls' (2.76%).

Friends: It is observed that the highest percent (22.90%) of Pedaparimi students felt that friends were disturbing them in the class and causing poor performance in exams (Figure 1c), followed by Ponnekallu (19.08%) and Tadikonda (12.98%). The lowest percentage lies with Namburu girls school (0.76%).

Health: Highest percentage of students from Ponnekallu school are suffering from health problems and there is an impact on their studies. Health problems are low in Tadikonda girls' schools (1.02%) followed by 2.04% of the Namburu girls' (Figure 1d).

Hand Writing: 16.15% of Pedakakani students responded that they were getting less marks due to poor handwriting followed by (14.23%) of Tadikonda and (13.08%) of Koppuravuru (Figure 1e).

Fears and Phobias: 14.12% of Takkellapadu, 12.99% of Ponnekallu and 10.73% of Namburu students suffering from fears and phobias, which were disturbing the studies. Very low percent of Namburu girls students, i.e., 1.69% suffering from fears and phobias (Figure 1f).

Others: (64.00%) of Tadikonda students expressed that they have some other problems for achieving good academic record other than the above. No student from Namburu, Pedaparimi, Ponnekallu and Tadikonda girls' schools was marked this category (Figure 1l).

B. Urban schools

Concentration: Comparatively the highest percentage of SKS school students (35.18%) expressed concentration problem followed by, SK (21.61%) and SCMP (12.06%). The problem is low in KSR (2.51%) (Figure 2a).

Memory: 56.38% of SK students revealed that they are unable to recall the subject matter in the exams (Figure 2b) followed by SGNKR (23.94%). The lowest percentage was observed with SKS (19.68%). No student from SJRR, P, KSR and SCMP.

Friends: It is observed that the highest percent (26.09%) of SK and SCMP students felt that friends are disturbing them in studies and causing poor performance in exams (Figure 2c), followed by SKS (16.52%) and SJRR (13.04%). The lowest percentage lies with SGNKR school (3.48%).

Health: Highest percentage SCMP (27.59%) of students from school are reported health problems. The problem was low in KSR (2.59%), SKS (7.76%) and SGNKR (10.34%) (Figure 2d).

Hand Writing: 31.13% of SK students felt that they were getting less marks due to poor handwriting, followed by (17.30%) of P and 15.09% of SCMP (Figure 2e).

Fears and Phobias: 26.22% of SKS and 18.29% of SK and 16.46% of SJRR students suffering from fears and phobias. Very low percent of KSR students (4.88%) of were marked the problem (Figure 2f).

Others: 50% of P, followed by (22.73%) of SK and (13.64%) of SKS students expressed that they have some other problems for achieving good academic record other than the above(Figure 2l).

C. Comparative study

Significant variation is noticed with memory and handwriting. 31.63% of rural students expressed memory problem, compared to 16.76% of the urban (Table 4 and Figure 3). In case of handwriting, 28.34% of urban students felt poor writing compared to 18.95% of rural students. Slight difference in percentage was observed with health problems and Fears and phobias.

Table 4. Comparison between rural and urban schools

Hurdles	Rural (%)	Urban (%)
Concentration	18.00	17.74
Memory	31.63	16.76
Friends	9.55	10.25
Health problem	7.14	10.34
Handwriting	18.95	28.34
Fears and phobias	12.90	14.62
Others	1.82	1.96

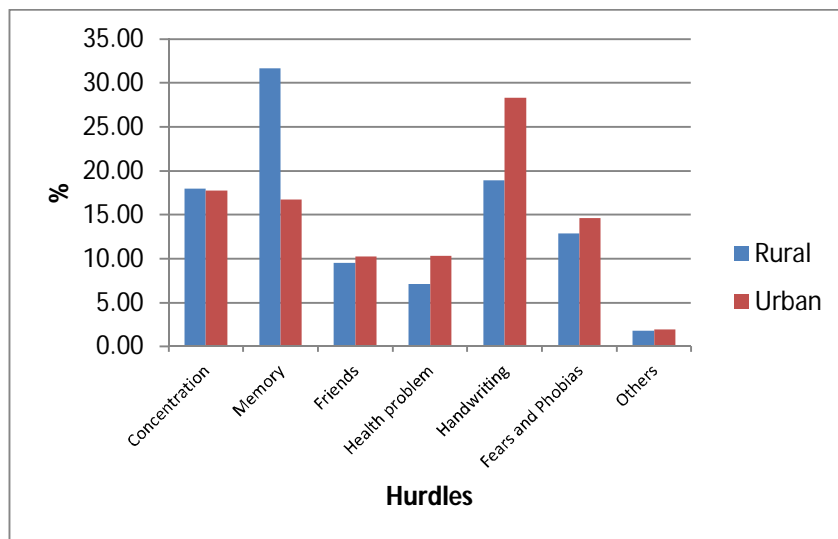


Figure 3. Comparison of Hurdles between Rural and Urban Students

IV. CONCLUSION

Various hurdles affecting the students to a considerable extent. So, the Government shall arrange the counselors to guide the students to overcome the hurdles those affect academic success. Meditation helps to improve student's concentration. Memory improving techniques shall be taught to the students. Periodical medical checkups shall be arranged. Tips shall be provided to improve the handwriting. With the help of the counselor fears and phobias shall be eliminated.

V. ACKNOWLEDGMENT

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