

Personal Factors of Students Influencing the Good Scholastic Performance of School Children in Rural Area, Bhadrak District, Odisha

Rashmirekha Sahu¹, Dr Narendra Behera², Dr Soumya Ranjan Mohanty³, Dr Gurudatta Pattnaik⁴

MSC(zoology) in Berhampur University, Master of Philosophy in Life Science (cont.), School of Pharmacy & Life Sciences, Centurion University, Bhubaneswar, Odisha

^{2,3}Department of Pediatrics SCBMCH & SVPPGIP, Cuttack, Odisha

⁴School of Pharmacy & Life Sciences, Centurion University, Bhubaneswar, Odisha

Abstract: This article describe about personal factors that influence the good scholastic performance of school children among 500 students in rural area Bhadrak, Odisha. Aim of this study is to find out the factors like time spend in study at home regularly, time spend in outdoor games and watching TV, vision problem, suicidal thought impact on good scholastic performance(Grade-A->80%, Grade-B 60-79%) students. It is cross-sectional study (observational). Students were included in the current study from four High school interviewed through questionnaires and interview schedules. Findings are these personal factors of students have made a major impact on good scholastic performance of school children.

Keywords: Good scholastic performance, personal factors, Children, Rural

1. Introduction

Learning is complex; it begins at birth and continues throughout life. Family, Parents and Teachers are role model of students. Besides them personal factors of student have major impact on good scholastic performance of student in secondary level. Academic underachievement of children is a big concern among parents and teachers in present day competitive society in secondary level. It is reported that 37% are grade-A and 42.8% are grade-B students. Factors associated with good scholastic performance include like time spend in study at home regularly, time spend in outdoor games and watching TV, vision problem, suicidal thought. It is important to identify the factors for good scholastic performance, so that these children and parents can be aware early and corrective measures initiated. The aim of the present study is to identify personal factors of students influencing good scholastic performance of school children.

2. Materials and Methods

It is a cross-sectional study (observational), carried out in four schools of rural areas of district-Bhadrak, Odisha, India. 500 Students of secondary level from four different schools are included in the study those being, getting Grade-A and Grade-B i.e. more than 80% and 60-79% aggregate marks accordingly in the previous academic year. Parents,

students are also interviewed separately other than the school hours.

Exclusion Criteria

Dropout students from school were excluded. Parents of students complaining of gross learning disorders were excluded from our study. The study is selected through a semi-structured questionnaire are designed with local language which consist of Personal factors of the students. Privacy and confidentiality are ensured during the whole process.

3. Observation

Table 1: Time spend in study a home (regularly) (n=500)

Grade	Study regularly								Total
	Nil	%	<2hr	%	2-8hrs	%	>8hrs	%	
A	1	0.2	33	6.6	128	25.4	26	5.2	188
B	0	0	28	5.6	175	35.0	11	2.2	214
C	2	0.4	34	6.8	44	8.8	1	0.2	81
D	0	0	5	1.0	3	0.6	1	0.2	9
E	0	0	1	0.2	7	1.4	0	0	8
Total	3		101		357		39		500

In table-1 it is observed that majority of students, 128 numbers (25.6%) in grade A and 175 numbers (35.0%) in grade B study 2-8 hours regularly at home. 2-8 hours study at home regularly give student a good academic performance.

Table 2: Time spend in outdoor game and watching TV (500)

Grade	Playing						Watching Tv						Total
	nil	%	occasionally	%	regularly	%	nil	%	occasionally	%	regularly	%	
A	6	1.2	149	29.8	33	6.6	42	8.4	107	21.4	39	7.8	188
B	11	2.2	182	36.4	21	4.2	35	7.0	159	31.8	20	4.0	214
C	7	1.4	58	11.4	16	3.2	18	3.6	48	9.6	15	3.0	81
D	0	0	3	0.6	6	1.2	3	0.6	2	0.4	4	0.8	9
E	0	0	3	0.6	5	1.0	2	0.4	4	0.8	2	0.4	8
total	24		395		81		100		320		80		500

In Table-2, out of 500 students, majority of students 149 numbers (29.8%) in grade A and 182 numbers (36.4%) in grade B play outdoor game occasionally. Out of 500 students, majority of students 107 numbers (21.4%) in grade-A and 159 numbers (31.8%) in grade- B watch TV occasionally. These findings suggest that students playing outdoor games and watching TV occasionally achieve better grade.

Table 3: Vision Problem and Correction by Spectacles (n=500)

grade	Vision Problem(226)				Correction by Spectacles			
	yes	%	no	%	yes	%	no	%
A(188)	92	18.4	96	19.2	75	15	17	3.4
B(214)	94	18.8	120	24	75	15	18	3.6
C(81)	34	6.8	47	9.4	24	4.8	10	2
D(9)	3	0.6	6	1.2	3	0.6	0	0
E(8)	4	0.8	4	0.8	3	0.6	1	0.2
Total	227		273		180		46	

Table-10 shows ,out of 500 students 226 numbers(25.2%) have vision problem ,from those 180 numbers(36.0%) have corrected and 46 numbers have not corrected by using spectacles .Findings of current study support those students who have vision problem but not corrected with spectacles have faced problem with study and bad impact on scholastic performance.

Table 4: Suicidal thought (n=500)

Grade	Suicidal thought				Total
	yes	%	no	%	
1.0	31	6.2	157	31.4	188
2.0	28	5.6	186	37.2	214
3.0	9	1.8	72	14.4	81
4.0	1	0.2	8	1.6	9
5.0	1	0.2	7	1.4	8
Total	70		430		500

Table-4 shows that among 500 students majority 157numbers (31.4%) Grade-A and 186 numbers(37.2%) in Grade-B having no suicidal thought but same 31 numbers(6.2%) Grade-A and 28 numbers (5.6%) Grade-B having suicidal thought. These findings suggest that good scholastic performance student have no suicidal thoughts but some of Grade-A and Grade-B student are depressed with too much expectations of parents.

4. Summary and Conclusion

Findings of current study suggest that girls education (56%) is improved in rural area, Bhadrak ,Odisha .

Majority of students (grade -A and grade- B) are studying 2-8 hours daily. They do not need extra time to study during exam. It creates habituation of study .Most of good students play outdoor games and watch TV occasionally because their tuition and school time .Physical fitness and mind concentration increases by outdoor games. Watching TV occasionally entertain and improves their general knowledge .Students those have vision problem but not corrected by spectacles have problems with reading. Due to this reason they have lower score than other good students .Those students with vision problems ,but are corrected by spectacles have no problems in reading.

Majority Grade-A and Grade-B students have no suicidal thought but some have because of depression with too much expectations of parents.

5. Significance of Study

These personal factors of students have major impact on good scholastic performance of students.

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