

# CAUSES OF ACADEMIC BACKWARDNESS OF RURAL SCHOOL CHILDREN IN SELECTED STATES OF INDIA: AN EVALUATION

Gaytri Tiwari, Ruchi Galundia

1. Junior Scientist and Technical Coordinator, AICRP (All India Coordinated Research Project), ICAR, Department of Human Development & Family Studies, College of Home Science, MPUAT, Udaipur.

2. Senior Research Fellow, AICRP (All India Coordinated Research Project), ICAR, Department of Human Development & Family Studies, College of Home -Science, MPUAT, Udaipur.

## ABSTRACT

Most of the states in India are facing the problems of academic backwardness especially in rural villages. Academic stress in children can be present as physical, behavioral or emotional problems. The causes for a rural child being poor in academics are varied and range from physical causes to psychological causes the later being more common. Present study was carried out in order to find out the reasons of academic backwardness among rural school children between the age group of 11-17 years and to provide results based remedial solutions and interventions. For this purpose, samples were selected from different villages of nine states in India which includes Assam (Jorhat), Andhra Pradesh (Hyderabad), Haryana (Hissar), Himachal Pradesh (Palampur), Uttar Pradesh (Pantnagar), Rajasthan (Udaipur), Maharashtra (Parbani), Punjab (Ludhiana), Uttarakhand (Dharwad). The academic achievement of school children was used and covers three major aspects on health, academics and family. Data analysis was done using frequency, percentage distribution and Chi-square test. Results revealed that in the eight states, the academic factor was the cause of the students' poor achievement while in one state, Parbhani, health is the risk factor to the students' academic achievement.

**KEYWORDS:** Academic backwardness, Rural School children, Evaluation, Selected

## 1. INTRODUCTION

It is a universal truth that all children are basically the same but are different up to a limit from each other physically, mentally, educationally and socially. It is therefore, not unusual to find in the classroom, many students who do not benefit much from the usual classroom teaching mostly designed for the normal or averages. It is a known fact that each student of the class brings a unique set of characteristics to the classroom: different background knowledge, intelligence and a unique learning style, a variety of interests and varied parental support and expectations. To anticipate that each student would learn in the same way, at the same speed and using the same material is an unrealistic expectation. Every student possesses different intelligence, interests, learning styles and educational problems which may influence his academic achievement. Academic achievement is defined as the outcome of the training imparted to students by the teacher in school situation (11). Academic achievement is accomplished by actual execution of class work in the

32 school setting. It is typically assessed by using teacher's ratings and performance; it is multidimensional; it is intricately related to  
33 human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single  
34 instance, but occurs across time and levels, through a student's life to his/her working life. It is an important fact that these variables  
35 definitely affect the educational **backwardness (5).**

36 Students generally face various educational problems. Because of these problems, the students may not concentrate upon their  
37 studies and become educationally backward. Hence, many problems related to teachers and teaching, social **environmental,**  
38 organizational or administration and cultural causes may be responsible for low academic achievement. Under these circumstances,  
39 the students are surrounded by many problems which may be related to poor self-concept, lack of family involvement and  
40 encouragement, damaging peer pressure, cultural deprivation, emotional problems and physical illness.

41 The cause of low academic achievement may be anywhere; right from the home to the grading system or even the examiner.  
42 Unrecognized and unremediated scholastic backwardness has a lifelong impact on the child affecting school completion or higher  
43 education, interpersonal relations etc. and it ultimately results in school dropout. Early identification, early intervention and adequate  
44 remediation are important and can make a big difference to the child's future.

45 Children are the future **human** resource of our country. Academic performance is given prime importance in Indian society as  
46 it is an important way to **elevate status** in one's life. Academic backwardness is one of the commonest educational problems  
47 encountered in rural children. It is a big concern among parents and teachers in present day competitive society. It not only results in  
48 the child having a low self-esteem, but also causes significant stress to the parents. It is usually a reflection of larger underlying  
49 problems in children. Also, majority of India still lives in villages and so, the issue of rural education in India is of utmost importance.  
50 There is a dire need to analyze poor school performance systematically so that proper interventions can be given in this direction. If  
51 not worked upon, it will eventually leads to dropout of children. It is reported that around 20% of school children have scholastic  
52 **backwardness (7).** In the words of Cyril Burt (3) "An academically backward child is one who in the middle of the school career is  
53 **unable to do the work of the** class below that which is normal for his age. Academic backwardness can be defined as a school  
54 achievement below the expected level for a given age, cognitive skills and schooling.

55 Despite of governmental efforts, huge investment and many innovative programs, academic problems which  
56 ultimately leads to dropout of children from school remains alarming high in many states of India. In this context, it is not only the  
57 provision of schooling facilities and quality of education, but also other household and social factors play a major role in influencing  
58 the academic achievements in rural areas. It is very important to understand the family and parental characteristics and various other  
59 factors to examine the reasons for the same. Therefore, it is necessary that not only the teachers but also the parents of the backward  
60 students must root out the reasons of the academic constraints and create such type of environment where such students take interest  
61 in educational activities and make their academic achievement high.

## Objective:

The objective of the study was to identify the reasons for academic backwardness among school going rural children in selected states of India.

## 2. MATERIAL AND METHODS

**2.1 Study population:** A total of 1350 school children from the nine states of India who scored C, D and E grades were randomly selected. Each centre is represented by 150 school children belonging to the 7<sup>th</sup> -10<sup>th</sup> standards or grades and between the age group of 11-17 years of age.

The grading system followed in schools is as follows:

	Grade	Percentage %
1.	A	Above 85
2.	B	71-85
3.	C	51-70
4.	D	31-50
5.	E	6-30

## 2.2 Tool and its description:

### Socio-economic status scale:

1. A standardized Socio-economic status scale by Aggrawal et.al (2005) was used to assess the family background information of students which includes parameters like educational and occupational status of parents, number of siblings, material possession, kind of locality, presence of farm animals, land holdings, number of earning members in the family etc.
2. A checklist on “Reasons of Academic Backwardness” was prepared by All India Coordinated Research Project (AICRP) HDFS Scientists to assess the causes for academic backwardness among school children. It comprised of 40 statements with yes or no options which were majorly divided into three categories: academics, health and familial.

### 2.3 Procedure of data collection

The tools were administered on the subjects in the presence of the investigator after getting consent from school authorities. To respond, the subjects were required to tick mark any one alternative from the choices given, which they found most appropriate in their cases. Although clear instructions were given for each tool yet, the investigator always remained available for

further clarifications. The respondents were requested to give accurate information and the assurance for the confidentiality of the information was given.

### 3. RESULTS & DISCUSSION

Socio economic status of family was classified into six categories on the basis of the method prescribed by Aggrawal *et al.* (2005) scale as follows and was scored accordingly

Socio economic status classification	Score
Upper High	>76
High	61-75
Upper middle	46-60
Lower middle	31-45
Poor	16-30
Very poor	<15

Table 1: Socio-economic status of academically backward children

Socio economic status classification	Frequency	%
Upper High	-	-

High	-	-
Upper middle	1	0.7
Lower middle	148	98.6
Poor	1	0.7
Very poor	-	-

95 As it is evident from above table 1 that majority of respondents (98.6%) belonged to lower middle category.

96

97 **Table 2: Academic reasons that affect the academic performance of the students in the rural villages of the 9 states of India**

S.No	Items	AAU, Jorhat (N=125)	ANGRAUH Hyderabad	CCSHAU, Hissar	CSKHPKV Palampur	GBPAUT, Pantnagar	MPUAT Udaipur	MAU, Parbhani	PAU, Ludhiana	UAS, Dharwad	Chi Square
1.	I don't understand what teachers teach in the class.	20 (16.0)	88 (59.0)	59 (39.3)	80 (53.33 )	86 (57.0)	35 (23.3)	106 (70.66)	25 (16.66)	51 (34.0)	191
2.	I don't like few subjects that's why I am lagging behind.	65 (52.0)	108 (72.0)	72 (48.0)	41 (27.33 )	70 (47.0)	70 (46.6)	100 (66.66)	50 (33.33)	75 (50.0)	102
3.	I feel that some subjects are hard.	76 (60.8)	102 (68.0)	101 (67.3)	65 (43.33 )	96 (64.0)	107 (71.3)	101 (67.33)	58 (38.66)	98 (65.3)	67.5
4.	Studies seem to be beyond to my capacities.	12 (9.6)	95 (63.0)	29 (19.3)	82 (54.67 )	65 (43.0)	50 (33.3)	112 (74.66)	6 (4.0)	46 (30.7)	291
5.	I postpone studies for examination	29	21	74	63	40	110	30	10	57	228

	time.	(23.2)	(14.0)	(49.3)	(42.0)	(27.0)	(73.3)	(20.00)	(6.66)	(38.0)	
6.	I feel that studies are burden.	28 (22.4)	92 (61.0)	19 (12.7)	35 (23.33 )	27 (18.0)	65 (43.3)	102 (68.00)	9 (6.0)	38 (25.3)	260
7.	I am unable in continuing the tasks related to study.	24 (19.2)	99 (66.0)	65 (43.3)	69 (46.0)	62 (41.0)	95 (63.3)	115 (76.66)	30 (20.0)	44 (29.3)	195
8.	I am unable to give answers to all questions in the exams.	82 (65.6)	103 (69.0)	107 (71.3)	42 (28.0)	82 (55.0)	34 (22.6)	102 (68.00)	41 (27.33)	83 (55.3)	187
9.	I write slowly.	57 (45.6)	107 (71.0)	92 (61.3)	53 (35.33 )	82 (55.0)	26 (17.3)	95 (63.33)	38 (25.33)	91 (60.7)	167
10.	I am afraid of studies.	10 (8.0)	89 (59.0)	12 (8.0)	38 (25.33 )	33 (22.0)	21 (14.0)	102 (68.00)	8 (5.33)	36 (24.0)	314
11.	I find teaching methods in class room are boring.	10 (8.0)	57 (38.0)	33 (22.0)	18 (12.0)	34 (22.0)	24 (16.0)	126 (84.00)	12 (8.0)	31 (20.7)	347
12.	School hours seem long to me.	29 (23.2)	72 (48.0)	26 (17.3)	53 (35.33 )	39 (26.0)	36 (24.0)	75 (50.00)	24 (16.0)	32 (21.3)	92.1
13.	My written and oral language is not good.	40 (32.0)	106 (71.0)	71 (47.3)	41 (27.33 )	81 (55.0)	46 (30.6)	115 (76.66)	26 (17.33)	60 (40.0)	194
14.	I feel difficulty to understand my teacher's language.	14 (11.2)	48 (32.0)	12 (8.0)	58 (38.67 )	42 (28.0)	15 (10.0)	74 (49.33)	9 (6.0)	49 (32.7)	157
15.	My teacher's behavior seems to be bias.	44 (35.2)	23 (15.0)	33 (22.0)	19 (12.67 )	31 (21.0)	18 (12.0)	48 (32.00)	20 (13.33)	31 (20.7)	49
16.	Behavior of my classmates is not good with me.	14 (11.2)	27 (18.0)	18 (12.0)	75 (50.0)	66 (44.0)	10 (6.6)	81 (54.00)	26 (17.33)	31 (20.7)	202

98 **Figures in parenthesis indicate percentage**

99 **Significant at 0.01% level of significance**

100a. **Academic reasons:** With regard to academic reasons, table 2 revealed significant difference among all centers with respect to various aspects of academic reasons. There is high significant difference between observed frequencies and an expected frequencies i.e. the data is not equally distributed. More than half of the children in Hyderabad (59%), Palampur (53.33%), Pantnagar (57%) and Parbhani (70.66%) showed difficulty in understanding the subjects. Respondents from Jorhat (60.8%), Hyderabad (68%), Hissar (67.3%), Pantnagar (64%), Udaipur (71.3%), Parbhani (67.33%) and Dharwad (65.3%) felt some subjects are hard to understand. More number of children reported inability to answer the questions in the exams from six centers viz Jorhat, Hyderabad, Hissar, Pantnagar, parbhani and Dharwad. Majority (73.3%) of respondent from Udaipur, 84 per cent from Parbhani, 71 per cent from Hyderabad reported studies as burden, boring teaching methods in class room and poor written and spoken language respectively. The child is called backward not only because he is a slow learner but also he is not using an effective learning style. Owing to it, he may forget his lessons at examinations that show his low academic achievement and turned him into backward student. As such, it is inferred that learning styles do make an impact on the students' overall academic achievement. Respondents from Hyderabad (63%) and Parbhani (74.66%) reported that studies seem to be beyond their capacities. Respondents from Hyderabad (66%), Udaipur (63.33%) and Parbhani (76.66%) stated that they are unable to continue the tasks related to study such as daily home-work, revision of what is being taught in class. Highest number of respondents from Udaipur (73.33%) stated that they have tendency to postpone studies during examination time. It can be said that there are many direct or indirect factors which affects the overall academic performance of children. Daily study patterns, family environment, education status of parents, personal distractions and attitude towards studies were observed as factors affecting academic performance (8). Annual Status of Education Report showed that even though the number of rural students attending schools is rising but more than half of the students in fifth grade are unable to read a second grade text book and is not able to solve simple mathematical problems (2).

119 **Table 3: Familial problems that affect the academic performance of the students in the rural villages in the 9 states of India**

S.No	Items	AAU, Jorhat (N=125)	ANGRAU, Hyderabad	CCSHAU, Hissar	CSKHPKV, Palampur	GBPAUT, Pantnagar	MPUAT, Udaipur	MAU, Parbhani	PAU, Ludhiana	UAS, Dharwad	Chi Square
1.	My home environment is not conducive for studies.	36 (28.8)	83 (55.0)	41 (27.3)	39 (26.0)	65 (43.0)	9 (6.0)	12 (8.00)	31 (20.66)	28 (18.7)	154
2.	My siblings disturb me in my studies.	31 (24.8)	57 (38.0)	53 (35.3)	32 (21.33)	22 (15.0)	34 (22.6)	104 (69.33)	23 (15.33)	19 (12.7)	186
3.	My family members engage me more in activities other than studies.	7 (5.6)	52 (35.0)	49 (32.7)	30 (20.0)	36 (24.0)	45 (30.0)	129 (86.00)	30 (20.00)	30 (20.0)	281
4.	I have to do other work due to financial constraints.	13 (10.4)	33 (22.0)	1 (0.7)	29 (19.33)	53 (35.0)	08 (5.3)	94 (62.66)	27 (18.00)	29 (19.3)	239
5.	Actually my parents don't want that I should continue my studies.	4 (3.2)	33 (22.0)	2 (1.3)	30 (20.0)	42 (28.0)	00	75 (50.00)	6 (4.0)	23 (15.3)	232
6.	My family occupation interrupts me in my studies.	19 (15.2)	32 (21.0)	1 (0.7)	37 (24.67)	27 (18.0)	22 (14.6)	90 (60.00)	20 (13.33)	25 (16.7)	177
7.	Due to some family reasons I can't spare time for studies.	23 (18.4)	32 (21.0)	13 (8.7)	52 (34.67)	73 (47.0)	41 (27.3)	115 (76.66)	36 (24.0)	40 (26.7)	221
8.	There is no contribution of my family members in my studies.	18 (14.4)	72 (48.0)	46 (30.7)	79 (52.67)	65 (43.0)	58 (38.6)	135 (90.00)	21 (14.0)	36 (24.0)	269
9.	Due to lack of education, the expected cooperation from family members is lacking.	38 (30.4)	77 (51.0)	93 (62.0)	57 (38.0)	79 (53.0)	52 (34.6)	125 (83.33)	27 (18.0)	50 (33.3)	185
10.	My studies are affected due to family disputes.	23 (18.4)	21 (14.0)	10 (6.7)	30 (20.0)	49 (33.0)	05 (3.3)	85 (56.66)	22 (14.66)	34 (22.7)	183
11.	I can't study because of ill health of family members.	31 (24.8)	11 (7.0)	-	42 (28.0)	55 (37.0)	20 (13.3)	50 (33.33)	20 (13.33)	23 (15.3)	117
12.	Proper facilities for studies are not	32	28	80	48	76	26	110	25	29	219



	available in my home.	(25.6)	(19.0)	(53.3)	(32.0)	(51.0)	(17.3)	(73.33)	(16.66)	(19.3)	
13.	There is no inspiration and guidance in my home for studies.	23 (18.4)	82 (55.0)	75 (50.0)	73 (48.67)	54 (37.0)	49 (32.6)	135 (90.00)	25 (16.66)	30 (20.0)	265

Figures in parenthesis indicate percentage

Significant at 0.01% level of significance

**Familial reasons:** Table 3 throws light on the familial reasons of academically backward children. All centers differ significantly in various aspects of familial reasons. There is high significant difference between observed frequencies and an expected frequencies i.e. the data is not equally distributed. About 83.33 percent, 62 percent, 53 percent and 51 per cent of respondent from Parbhani, Hissar, Pantnagar and Hyderabad respectively reported lack of education and lack of cooperation from family member as the cause of academic backwardness. A proper facility for studies are not available in home was reported by Hisar (53.3%), Pantnagar (51%) and Parbhani (73.33%) center. Hyderabad, Hisar and Parbhani (55, 50 and 90% respectively) children reported no inspiration and guidance in home for studies was another reason of academic backwardness. Very little percentage of children reported that they are not getting conducive environment for studies at home, distractions by siblings, involvement in household tasks, financial crisis and financial disputes, poor family support and ill health of family members as a cause for academic backwardness. Almost fifty percent of the respondents from Udaipur stated that school hours seem be long which might hamper their studies. Majority of respondents reported that they don't have any difficulty in understanding Teacher's language and stated that behavior of Teacher's is not biased with them. Few respondents from Jorhat, Hyderabad, Parbhani and Dharwad reported that they don't like few subjects and that's why they are lagging behind in those subjects. Lower education status of the father and unhappy family were found to predict poor scholastic performance in adolescents in a study from Kerala (8). Academic achievement is significantly influenced by the socio-economic and cultural milieu of the family and parental involvement in school activities (12). It was reported that disturbing factors at home including quarrels between parents and siblings, broken homes, substance abuse in parents and being burdened by domestic responsibilities were more in low achievers compared to high achievers (4). Home environment and socio-economic status of student's family influences the academic performance of children. Home environment includes parenting style, parental expectations, parental involvement in the child's school work and the way in which the child spends time after school affects the child's academic achievement to a large extent (9).

146 **Table 4: Health problems that affect the academic performance of the students in the rural villages in the 9 states of India**

S.No	Items	AAU, Jorhat (N=125)	ANGRAU, Hyderabad	CCSHAU, Hissar	CSKHPKV, Palampur	GBPAUT, Pantnagar	MPUAT, Udaipur	MAU, Parbhani	PAU, Ludhiana	UAS, Dharwad	Chi Square
1	My frequent illness hinders my studies.	44 (35.2)	17 (11.0)	26 (17.3)	69 (46.0)	73 (47.0)	4 (2.6)	25 (16.66)	21 (14.0)	33 (22.0)	169
2.	Sufficient food is not available for me.	21 (16.8)	21 (14.0)	-	58 (38.66)	47 (31.0)	-	30 (20.00)	7 (4.66)	15 (10.0)	169
3.	Due to depression I am unable to study properly.	36 (28.8)	33 (22.0)	-	81 (54.00)	67 (44.0)	1 (0.6)	100 (66.66)	13 (8.66)	39 (26.0)	327
4.	As my school is far from my home so I get tired.	56 (44.8)	24 (16.0)	32 (21.3)	61 (40.67)	65 (43.0)	60 (40.0)	105 (70.00)	33 (22.0)	48 (32.0)	138
5.	Often I feel tired so I am unable to concentrate on my studies.	38 (30.4)	33 (22.0)	30 (20.0)	51 (34.0)	56 (37.0)	40 (26.6)	125 (83.33)	37 (24.66)	48 (32.0)	195
6.	My frequent absentia in school because of illness affects my studies.	34 (27.2)	19 (13.0)	24 (16.0)	39 (26.0)	49 (33.0)	1 (0.6)	75 (50.00)	15 (10.0)	38 (25.3)	145
7.	I frequently suffer from headache.	29 (23.2)	17 (11.0)	38 (25.3)	97 (64.67)	46 (31.0)	2 (1.3)	79 (52.66)	19 (12.66)	45 (30.0)	239
8.	I frequently suffer from stomach ache.	18 (14.4)	23 (15.0)	32 (21.3)	34 (22.67)	46 (31.0)	4 (2.6)	65 (43.33)	17 (11.33)	24 (16.0)	104
9.	I am unable to study properly because of vision problems.	19 (15.2)	13 (9.0)	17 (11.3)	21 (14.0)	41 (28.0)	0	35 (23.33)	11 (7.33)	21 (14.0)	63
10.	I feel physically weak which affects my studies.	20 (16.0)	15 (18.0)	26 (17.3)	24 (16.0)	52 (35.0)	0	90 (60.00)	15 (10.0)	19 (12.7)	238
11.	My studies are affected due to lack of concentration.	53 (42.4)	67 (45.0)	66 (44.0)	42 (28.0)	59 (39.0)	34 (22.6)	115 (76.66)	17 (11.33)	63 (42.0)	167
12.	My studies are affected because of my worries and restlessness.	19 (15.2)	72 (48.0)	-	74 (49.33)	60 (40.0)	12 (8.0)	95 (63.33)	23 (15.33)	34 (22.7)	271

13.	I am unable to hear properly in the class room.	10 (8.0)	17 (11.0)	13 (8.7)	23 (15.33)	37 (25.0)	0	25 (16.66)	14 (9.33)	45 (30.0)	83
-----	---	-------------	--------------	-------------	---------------	--------------	---	---------------	--------------	--------------	----

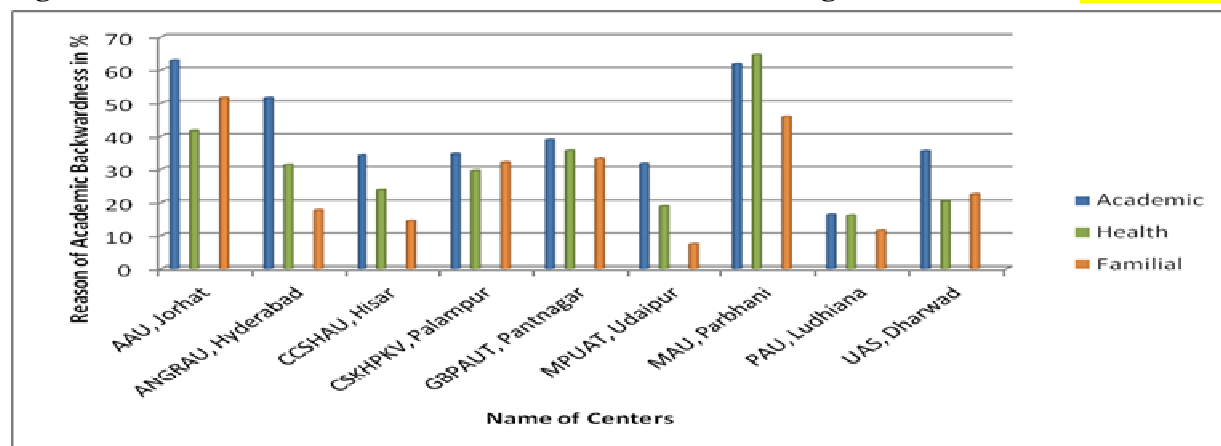
147 Figures in parenthesis indicate percentage

148 Significant at 0.01% level of significance

149

150 **Health reasons:** With regard to health reasons, table 4 showed that all centers differ significantly in different aspects of health  
151 reasons. There is high significant difference between observed frequencies and an expected frequencies i.e. the data is not equally  
152 distributed. Percentage distribution showed tiredness due to long distance of school reported by more than one third of respondent  
153 from Jorhat (44.8%), Palampur (40.67%), Pantnagar (43%), Udaipur (40%), Parbhani (70%) and Dharwad (32%). More than half  
154 (64.67 & 52.66 %) of the respondent from Palampur and Parbhani respectively reported frequent head ache. 60 per cent of children  
155 from Parbhani center told that physical weakness is a cause which interferes in their studies. Many centers e.g. Jorhat, Hyderabad,  
156 Hissar, Parbhani and Dharwad showed that more than one third of the children had lack of concentration.

157 **Fig 1: Overall Reason of Academic Backwardness among School Children in the rural villages in the 9 states of India**



158  
159  
160 Figure 1 depicts overall reason of academic backwardness of rural school children. Major causes of academic backwardness was  
161 academic (39.21 %) followed by health (30.56 %) and familial (24.36 %) reasons. Similar trend was observed across all eight centers  
162 except Parbhani. In Parbhani health (64.56 %) is the major cause followed by academic (61.83 %) and familial (45.9 %) reason. The  
163 reason may be age of the respondents where very few of them considered study as major concern on priority basis in comparison with  
164 physical appearance, entertainments etc. Specially, the Indian rural children are more confident with their vocation of agriculture.  
165 Very few of them are exposed with the various job avenues available to them. When we peep into the familial reasons, it can be stated  
166 that illiteracy, unawareness, ignorance and scarcity of resources in the rural families are the key issues for academic problems.  
167 Looking into health cause for academic backwardness, inadequate food, nutritional deficiency and poor access to health facilities are  
168 the answer to the questions. Despite several governmental efforts, wide gap continues to persist in Indian rural education. Social  
169 influence, study habits and health factors are the reasons affecting scholastic performance of adolescents (10). Factors responsible for  
170 the backwardness are from their family environment, school environment as well as their own health. So, it is evident that social and  
171 family factors have a significant influence on the academic functioning of children (6). School absenteeism was reported to be greater  
172 in students whose fathers were laborers or self-employed and whose mothers had lower educational levels (10). This may contribute  
173 to lower academic performance in children. Apart from socioeconomic factors and parental education, other factors in the family  
174 environment also influence academic functioning of children. A healthy family environment fosters academic achievement.

Every child is a social asset and positive channelization of their competencies is responsibility of all of us.

#### 4. CONCLUSION:

It can be concluded that causes of low academic achievement is due to academic reasons followed by health and familial. Most of the factors discussed above as a reason for academic backwardness can be resolved with little efforts by children themselves, teachers and parents. It can be deferred from the study that most of the children were having problem in understanding teacher's language as well as what they teach in the class. Children found few subjects very hard and feel burdened while studying these subjects. Teaching methods used by teacher's reported as boring by children. Physical weakness among rural children might also be a reason which directly or indirectly affects their overall academic performance. Also, behavior of teachers as well as classmates was biased and not good. Due to the financial constraints in the family, most of the children were engaged more in activities other than studies and they have to take care of younger siblings. Studies of children also hinder either due to disputes or ill health of the family members. Due to the low educational status of the parent's themselves, rural children were not getting required inspiration, guidance and motivation. It can be said that there is a dire need to create awareness among children towards importance of education.

#### RECOMMENDATIONS:

This study throws light on the problems of academically poor students and its relation with academic achievement. It is the responsibility of the teachers, parents and society as a whole to provide the help and necessary guidance and inspiration needed for educationally poor children to progress. Various program formulations and implementation of remedial program can be organized for such students which may help them for building a strong personality and future orientation. There is an urgent need of special education and attention for the academically poor students. It will help in saving huge wastage and stagnation and check the growth of students lacking behind in studies. It is the duty of the government, society and educational institutions of this democratic nation, to ensure that such children should be identified and then proper education and guidance should be provided to them according to their needs. Hence, any child with difficulty in reading or arithmetic skills or deterioration in academic performance should be evaluated and managed scientifically at the earliest. Counseling cell can be established in schools to provide guidance to students, parents and teachers. Academic interventions can be provided to the students by planning some interesting and new innovative teaching learning methods so that students can develop interest in the subjects. Parent teacher meeting can be organized in school to discuss the problems of children in home as well as in school. Teachers should be sensitized for regular monitoring of students and thereby, providing extra efforts in weak subjects. Improvement in academic performance will help the child to excel in future life.

#### IMPLICATIONS OF THE STUDY:

This study will help policy makers and human development professionals to gain a deeper understanding of the underlying academic problems among rural children. It would be helpful for all the academicians, counselors and other professionals dealing with rural Indian school children. This study will serve as a useful reference material for future studies in this field. The

data of the study would be highly useful for the teachers and parents to improve academic achievements of school children.

**CONSENT:** Consent from school authorities was taken for data collection.

#### REFERENCES:

1. Aggarwal, O.P., Bhasin, S.K., Sharma, A.K., Chhabra, P., Aggarwal, K., Rajoura, O.P. A New Instrument (Scale) for Measuring the Socioeconomic Status of a Family: Preliminary Study. *Indian Journal of Community Medicine*. 2005; 30: 111-114
2. Annual Status of Education Report (ASER). <https://www.mapsofindia.com/my-india/education/india-needs-education-especially-rural-education>. 2016.
3. Burt, C. The Backward Child. London: University of London Press ((1937).
4. Florence, M.D., Asbridge. M., Veugelers, P.J. Diet quality and academic performance. *Journal of School Health*. 2008; 78:209-15.
5. Halawah Ibtesam. The effects of Motivation, Family Environment and Student Characteristics on Academic Achievement. *Journal of Instructional Psychology*. 2006.
6. Haneesh K., Krishnakumar P., Sukumaran, S. and Riyaz, A.. Risk Factors for Scholastic Backwardness in children. *Indian Pediatrics*. 2013; 50(15):655-658.
7. Karande, S., Kulkarni, M. Poor school performance. *Indian Journal of Pediatrics*. 2005; 72:961-7.
8. Nair, M.K., Paul, M.K., Padmamohan, J. Scholastic performance of adolescents. *Indian Journal of Pediatrics*. 2003; 70: 629-31.
9. Obeta, O.A. Home environmental factors affecting students' academic performance in Abia state, Nigeria, *Rural Environment Education Personality*. 2014; 7 (8): 21-30.
10. Saraswati, S., Rao, C., Hegde, R. Factors affecting scholastic performances of adolescents. *Indian Journal of Pediatrics*. 2009; 76:495-9.
11. Sharma, Manika & Tahira Khatoon. Family Variables as Predictors of Students Achievement in Science. *Journal of Community Guidance and Research*. 2011; 28, 1, 28-36.
12. Topor, D.R., Keane, S.P., Shelton, T.L., Calkins, S.D. Parent involvement and student academic performance: a multiple mediational analysis. *Journal of Prevention & Intervention in the Community*. 2010; 38:183-97.