A Study of Life Style of Low Achievers with Regard to Their Academic Life, Non Academic Life, Parents Involvement and Self Regulating Learning Habbit

Dr. Neelambike. M. Huddar
BEHMS, MA, MEd, MPhil, PGDHE, MBA, Ph.D
Assistant Professor, Shri Gavisiddeshwar College of Education,Koppal, Karnataka,India
Email: hneelambike@gmail.com

ABSTRACT

The global education system designed to reach all kind of learner. The teachers and academicians and educationist are contributing to education field to help learner. There are many individual differences in terms of students learning ability. Some learns fast and some students learns slowly. The high achievers may scores high marks in exam and low achiever scores less in exam. The present study reveals that low achievers life style with regard to his academic life and non academic life and parents involvement and self regulating learning ability. The findings says that at the 0.05 percent level of significance, there is significant difference between male and female low achievers with regard to their of Life style (t=3.123, p0.05). Thus, the null hypothesis is rejected, whereas the alternative hypothesis is accepted. it signifies that female secondary school low achiever students have higher score in the area of their 'Life style'. , there is a statistically significant difference between urban and rural secondary school low achievers students with regard to their 'life style' (t=1.863, P 0.05). Thus, the null hypothesis is rejected, whereas the alternative hypothesis is accepted.At the 0.05 percent level of significance, there is no statistically significant difference between urban and rural secondary school low achievers pupils with regard to their Academic Life (t=1.282, P 196),Academic life of low achievers with regard to rural and urban area are similar scores.The rural and urban area school low achiever reponded that their study habbit and doing home work is not at all satisfied by them. They need guidance and support from elders and so null hypothesis is accepted. And alternative hypothesis is rejected. The finding says that Low achievers students must be respected and accepted by all teachers and parents and they should not be compared and insulted. Society should not be label low achievers as failure or backward student. They should be boosted with confidence with favourable talk. Easy academic assignments and enjoyable non academic environment must be created by parents and teachers community. Always non academic life influence on his academic life so he should be treated well in his home as well as in community

Keywords : Academics, Acceptance, Enrichment, Guidance, Motivation

I. INTRODUCTION

In teaching learning process always high achievers interact with teachers to know concept well. Many time teachers gave importance to front benchers and high achievers and motivate high scorers. The high scored student always loved by parents and teachers. But low scored students always scolded and rejected by society. The reasons behind failure of low achievers need to be studied by educationist and experts. The question arises here is that are low achievers are really low in their life style also? If they are low in academics means who held responsible for their low achievement?

Global education system provided student canter education system, all education programmes designed to make students learned. Many schemes and in-service programmes designed to help low achievers. But still there are many numbers of low achievers are struggling to achieve success in academics. The scholarly community has invested much time in the research and debate on issues involving "low achievers". Permutations of this term include "under achievers", "low performers", "low progress learners", "lower tracks students", "school dropouts", and so on. These terms typically refer to learners who do not meet the minimum passing scores or attain below average scores based on assessments. Ironically, this definition is overly limiting and broad at the same time, raising several issues that have been strongly debated by many scholars in education (see e.g., Kohn, Citation2000; Macqueen et al., Citation2018; McNeil, Citation2002). Among the many issues raised are that, first, test score is only one measure and testing is only one means to judging learners' competencies.It is also important that low achievers non-academic life needs to be studied by academicians and researchers and educationist. The non academic life always influence on academic life. So there is need of research to know whether low achievers life style and parents involvement.

II. REVIEWS

The study conducted by **Sha Bahadur Subba** * Sergithang Primary School, Tsirang, Bhutan.**Hem Kumar Gotamey**Sergithang Primary School, Tsirang, Bhutan.on the topic' The Effects of the Intervention Program onLow Achiever Students' Learning Achievement in Classroom' **Published:** 2022-01-27 **DOI:** 10.9734/jesbs/2022/v35i130399 **Page:** 58-68 **Issue:** 2022 - Volume 35 [Issue 1] **Abstract:** Low achiever students can transform into academically successful individuals if teachers prioritize educational equity through intervention program in the classrooms. This paper presents the impact of intervention program on 18 low achiever students of two different grades in a primary school, carried out within the period of four months. This mixed, observational descriptive study of longitudinal design used instruments like block tests and exams to collect quantitative data, and teachers' observation records to collect qualitative data after interventions in the classrooms by the researchers. The result revealed significant improvement in scores of block tests and exams, and display of positive behavior towards learning by the participants. Findings from the data sources concluded that the intervention program implemented on the low achiever students could significantly improve the learning achievement and develop positive attitude towards learning. This research comes as a solution to the teachers who are struggling to improve the academic performance of low performing students and to the students who are pathetically struggling to improve themselves in the classrooms. Therefore, this research finding demonstrates that equal treatment to all the students in the classroom is a biased practice. Treating students according to their needs is the solution to support all and that is the educational equity.**2. Aim-** The purpose of the present study is to study the level of self-confidence of school students. It also investigated the region as well as academic achievers' differences regarding these variables. **Method:** Samples were selected by a stratified random sampling method. A total sample of 100 students from class XI and XII schools studying in different schools and streams under the Central Board of Secondary Education (CBSE) was selected. For data collection, Agnihotri's self-confidence inventory, developed by Agnihotri (1987), was used for data collection. The data was analyzed using percentages, means, standard deviations, and the t-test. **Results-** The overall population's high and average levels of self-confidence were found to be 40 and 38 percent, respectively. The t-ratio (2.04) for self-confidence and academic achievers (high and low achievers) was significant (P<0.05). The mean score (18.45) for high-achieving

students was higher in confidence in comparison to low-achieving students (21.54). The t-ratio (6.56) for the region (urban and rural) was significant (P<0.01). **Conclusions:** Maximum cases ranged between average and high levels of self-confidence among the total sample. High achievers have high levels of self-confidence and low achievers have average levels of self-confidence and they are significantly different from each other. The level of self-confidence is higher among urban compared to rural school students.

III.SIGNIFICANCE OF THE STUDY.

1.Individual Difference: In education system academic part is always plays an important role. Many students fails to reach the top stream. In the secondary school class all types of learner trying to learn concept theories and principles in their own pace. The smart students catches points and learns fast but slow learner who has slow understanding power or who need repetition of concept lack behind and He/she may faces difficulties in understanding. Even many students have high cognition but at class level learning of teacher method of teaching or lack of interest may hinders the achievement of students.

2. Enrichment Programmes: There are many programmes of government and non government and private sector have been organised to uplift low achievers and provide light path them. But still many more students lacking in academics. The programs and workshop are some where failing to achieve their aims.

3.Guidence and Counselling: The low achievers have become ragger, problem creator, troubling whole class and bulling others. If parents and teachers shown negligence then these students will be threats for future generation. The low achievers should be taken care like innocent flower, nurture with care. So counselling session are beneficial for low achiever.

4.Tracking difficulty: The parents and teachers should take care of students academic and non academic life and tries to find the difficulty of low achiever with regard to his subject area or other non academic problems. They should not be guided to pass the examination but should be guided examined at grass root level.

5.Motivation: In academic environment low achievers are not at all accepted by all. They were criticized and scolded by parents and teachers. They must be reinforced and rewarded with respect to their small good deeds in academics which builds their confidence.

6. Acceptance: The achievers always seeks acceptance from parents and teachers.If he/she rejects by society or peer group may involve any antisocial activities or sensitive students may commit sucide. This is hot buring problem in education serenio. So it is high time for parents and teachers to take care of low achievers seriously.

IV.OBJECTIVES

1.To study the life style low achieving students of secondary schools.
2.To study the academic life of low achieving students of secondary schools.
3.To study the low achieving students of secondary schools with regard to their non academic life.
4.To study the parental involvement towards low achievers study of secondary schools.
5.To study the Self regulating learning habits of low achievers of secondary schools.

V.HYPOTHESES

1.There is no significant difference between male and female low achieving students of secondary school with regard to their Academic Life, Non academic Life, Parents Involvement, Self regulating learning habits.
2.There is no significant difference between rural and urban area low achieving students of secondary school with regard to their Academic Life, Non academic Life, Parents Involvement, Self regulating learning habits.

VI.METHODOLOGY

A.Data Collection :

Among all secondary school students population only low achievers are selected for sampling.In koppal districts rural and urban schools are selected to collect data. The rural and urban area schools students total three hundred and fifty low achievers acted as samples who were studying in 8th to 10th under age category 14 to 16. The researcher followed stratified sampling method. The schools were stratified and low achievers were categorised in terms of their academic scores. The researcher visited to schools and met class teachers of each school collected academic results. Only low scored students considered for study. The 'Life Style of Low Achievers' questioner was standardized at five level. Initially five hundred(500) items constructed at first level hundred items eliminated for second level experts deleted one hundred and fift items and two fifty items were analysed and examined with experts. Next level the hundred items were considered for study. The internal consistency checked and reliability checked with chronbatcha alfa method.0.8. Finally Fifty one items selected for final questioner and were coined under sub categoris like academic life and non academic life and parents involvement and self regulating learning habit. Likert five point scale used to get responses ofr items. The questioner designed only in kannada language and kannada medium students considered for study .The researcher visited to rural and urban secondary schools, with the permission authorit. The instructions were given to students regarding data confidiantility and only interested students were allowed for respond to questions. The students right to response is respected and only willing students are allowed to write response to questioner.For stastical analysis unpaired t-test was applied to compute the data.

B. Data Analysis: The analysis is based on probability theory and a necessary condition for carrying out differential analysis. Hence, in the present study an attempt has been made to apply differential analysis. The differences between gender (male and female), location (rural and urban).

Hypothesis 1. There is no significant difference between male and female low achieving students of secondary school with regard to their Academic Life, Non academic Life, Parents Involvement, Self regulating learning habits. To test this hypothesis, the unpaired t-test was applied and the results are presented in the following table.

Table No.1.Results of t-test between Female and Male female low achievers of secondary school students with respect to their life style and its dimensions

Variables	Gender	Mean	SD	t-value	p-value	Signi
Life Style	Male	69.4440	9.45030	3.123	.05	S
	Female	71.8280	9.40127			
Academic Life	Male	55.0200	15.92663	3.693	.000	S
	Female	69.7680	18.34652			
Non Academic Life	Male	56.1120	7.37326	3.065	.049	S
	Female	67.9600	5.79835			
Parents Involvement	Male	54.0200	15.92665	3.188	.003	S
	Female	58.7680	17.34652			
Self regulating Learning habbit	Male	46.1120	7.37326	3.115	.002	S
	Female	47.9600	5.79835			

1.At the 0.05 percent level of significance, there is significant difference between male and female low achievers with regard to their of Life style (t=3.123, p0.05). Thus, the null hypothesis is rejected, whereas the alternative hypothesis is accepted. it signifies that female secondary school low achiever students have higher score in the area of their 'Life style' .The seventy(70) percent female low achiever responded that Strongly Agree to the item 'If I scores less in exam then everybody will be upset at my home' which reflects that low achievement is identified. The low achievers lead life with some labels in our society.

2. The study reveals that there is significant difference between male and female with regard to Academic life (t=3.693, 0.05), so null hypothesis is rejected and alternative hypothesis is accepted. Female low achievers show high scores replied to this questions 'Are you doing home work daily?'The question arises here is low achievers does home work daily even she does not scored high. Some other factor may impact on her academics. I just suggest for further study.

3. The above table says that at the 0.05 level of significance there is significant difference between male and female low achievers with regard to their Non Academic Life (t=3.065, 0.05), Female low achievers show high scores. So null hypothesis is rejected. In non academic life of low achiever includes sports, attending relative functions and peer group meeting, neighbor house meetings. Here female students showed better response.

4. At the 0.05 level of significance there is significant difference found with regard to low achievers Parents Involvement (t=3.188, 0.05),female low achievers parents taking care of their children study.

5. The above table revels that there is significant difference between male and female low achievers with regard to their Self Regulating Learning Habbit (t=3.115 0.05).Hence null hypothesis is rejected. It means female low achievers show high scores.

Hypothesis 2. There is no significant difference between rural and urban area low achieving students of secondary school with regard to their Academic Life, Non academic Life, Parents Involvement, Self regulating learning habits.

Table No.2. Results of t-test between Urban and Rural secondary school low achiever students with respect to their Life Style and its dimensions.

Variables	Locality	Mean	SD	t-value	p-value	Signi
Life Style	Urban	70.2200	9.05425	1.863	.050	S
	Rural	68.0520	9.83158			
Academic Life	Urban	55.0200	14.92663	1.282	.196	NS
	Rural	56.7680	17.34652			
Non Academic Life	Urban	57.1120	7.37326	2.328	.030	S
	Rural	67.9500	5.79835			
Parents Involvement	Urban	56.6000	15.97312	.274	.173	NS
	Rural	59.1880	17.62530			
Self Regulating Learning Habit	Urban	46.6080	7.20430	.199	.187	NS
	Rural	47.4640	6.11804			

1.At the 0.05 percent level of significance, there is a statistically significant difference between urban and rural secondary school low achievers students with regard to their 'life style' (t=1.863, P 0.05). Thus, the null hypothesis is rejected, whereas the alternative hypothesis is accepted. The urban school low achievers scored in the area of 'helping nature' emphatic values'

and 'moral values in their life style where as rural school students shown poor performance in 'moral values' and 'social skills'

2. At the 0.05 percent level of significance, there is no statistically significant difference between urban and rural secondary school low achievers pupils with regard to their Academic Life (t=1.282, P 196), Academic life of low achievers with regard to rural and urban area are similar scores. The rural and urban area school low achiever responded that their study habit and doing home work is not at all satisfied by them. They need guidance and support from elders and so null hypothesis is accepted. And alternative hypothesis is rejected.

3. There is 0.05 level of significance that there is significant difference with regard to Non Academic life of low achievers (t=2.328,P.030) So Null hypothesis is accepted and alternative hypothesis is rejected. The rural and urban school low achievers answered that they are criticized in social life and insulted and labeled as dull boy or girls and people not considered his as able leaner. They received neglecting attitude or not given importance in public programmers as compared to high achievers from neighbor and relatives.

4. There is no significant difference between rural and urban area school low achiever students with regard to their Parent Involvement (t= 274, P 173) . so null hypothesis is accepted and alternative hypothesis is rejected. The result reveals that rural and urban area students parents show same involvement among their children study procedure. The urban low achievers responded that parents were unable to pay attention towards low achievement because of their heavy duty or office workload. But rural parents involved in their children study and supervising at need of time.

5. There is no significant difference at 0.05 level of significance so rural and urban area school low achiever show similar scores with regard to their Self Regulating Learning Habbits(t=.199,P 187).Here urban and rural low achievers responded same as they were unable to motivate themselves and regulate themselves to sit for study without supervision or without guidance and scaffolding.

VII. DISCUSSION AN INTERPRETATION

1. The research reveals that there is significant difference between male and female low achievers with regard to their of Life style (t=3.123, p0.05).Here female low achievers scored high and shown better performance shown in moral values and helping others and empathetic values. Even they are low in academics but they perform good moral task in their life situations and respect elders and follow all societal ethical boundaries. Why society looks in negative way and does not accepts low achiever with respectful way. Low in academics does not mean they are useless. They need to be nurtured with warmth love and affection to uplift their abilities in academics. Male low achievers scored less, they need to be caters in the area of ethical and moral values. For the item 'I am not interested to study while others are playing 'both male and female expressed 'Strongly agree' because low achievers already labeled as low. They lost interest, there is need of inspiration and counseling and encouragement and motivation to low achiever. Every teacher and parents should sit with low achievers with love and care and they need to nurtured with care specially in academics. Finding reason behind low achieving is half success. So this is burning area of education. Every best teacher and parent should knock the door of achievement and find valuable answer for low achieving.

2. It is observed that there is a statistically significant difference between urban and rural secondary school low achievers students with regard to their 'life style' (t=1.863, P 0.05). At the 0.05 percent level of significance. The urban school low achievers trying to improve their academics and scored in the area 'helping others' 'cooperation' and Respecting elders'. So such wonderful students with moral values these are need to be catered with academic guidance and to turn them as high achievers. The rural area students shown poor in lifestyle. They need to be guided

academics with moral values. In rural area they do not have good academic life and they are nurtured with non academic life. The parents also uneducated and working at fields. So low achiever does not have hobbit of regulating himself for study so rural area students need to be taken care by teacher and parents. If low achievers neglected then they turn as problematic and gang leader, or road gamblers or any dam villan. They spoil healthy world in future. Hence there is need of urgent solution for low achieving. To create bright future of low achiever, present teacher and educator and parents and academicians should put their long lasting effort. Then only future generation have healthy approach each other. In present study fifty 60% of students expressed jealousy about others who were good in academics. So this may create unhealthy environment in future. So it is our bounded duty to make the low achievers mentally socially intellectually healthy. In rural area parents took their children if they suffer from fever or any diseases which was on their body why don't they understand low achieving also like intellectual pain? This also should be taken to experts or counselors. So rural parents are need to given awareness about low achieving and make them to understand how low achieving affect our future generation.

VIII. SUGGESTIONS

1. Low achiever's academic and non academic life should be catered with all kind of facilities. This kind of same study can be conducted in all streams of education and primary level and college level and higher educational level also. This study limited to only kannada medium students it is suggested that can be conducted in all kind of languages also.

2. Low achievers students must be respected and accepted by all teachers and parents and they should not be compared and insulted. Society should not be label low achievers as failure or backward student. They should be boosted with confidence with favorable talk .As vigotsky says scafolding and 3.Zone of Proximal Development can be applied to teach low achiever.

Easy academic assignments and enjoyable non academic environment must be created by parents and teachers community. Always non academic life influence on his academic life so he should be treated well in his home as well as in community.

4. Low achievers should be given some space for his self regulating learning habit and to create his own learning environment. A clear and separate time tags or timetable should be provided for low achiever to develop his confidence level.

IX. CONCLUSION

In our global education era in all fields we can see low achievers. I am not only talking about academics of education fields but also in employment sector or any professional job holders may slow in their work. They must be encouraged and motivated to fill the gaps for their achievement. The low achieving students must be guided well because they build our new generation. So our youth students should not be lack in academics and non academics also. They will create new world of intimacy and understanding. The small step of acceptance toward low achiever my lead strong and dedicated path of success. Every teacher and parent and community stake holders and leaders and academicians and educationist can ignite new ways of learning for low achievers to uplift him as high achiever.

Reference:

[1] Becker, G.S (1994), Human Capital, a theoretical and empirical analysis with special reference to Education, , 3rd edition, University of Chicago Press.

[2] Burris, A (2009), Research Reports/Theorist Paper: Marie Clay Education 2010

[3] Davidson Tisn Gale.(2006). Encyclopedia of Children health Infancy through Adolescence.

[4]   Gresham,F.M, Mcmillion,D.Nand Boician, C.M (1996), Learning Disabilities, Low Achievement and Mild Mental Retardation, More Alike Than *Different?,* Journal of learning disabilities vol. 29.

[5]   Naveen Kumar, "Assessment of role of the Artificial Intelligence and Machine Learning in Business Enterprises ", International Journal of Scientific Research in Computer Science, Engineering and Information Technology (IJSRCSEIT), ISSN : 2456-3307, Volume 7, Issue 4, pp.655-665, July-August-2021. Available at doi : https://doi.org/10.32628/CSEIT2174139

[6]   Naveen Kumar, " Anomaly Detection in ERP Systems Using AI and Machine Learning, International Journal of Scientific Research in Science, Engineering and Technology(IJSRSET), Print ISSN : 2395-1990, Online ISSN : 2394-4099, Volume 6, Issue 3, pp.522-530, May-June-2019. Available at doi : https://doi.org/10.32628/IJSRSET19115110

[7]   *Foley, D. (1991). Anthropological explanations of minority and school failure. Anthropology and Education Quarterly*, 4, 60–86.

[8]   *Kohn, A. (2000). The case against standardized testing: Raising the scores, ruining the schools. Retrieved on Auguest 1, 2018.*

[9]   Ogbu, J.U. (1987). Variability in minority school performance: A problem in search of an explanation*. Anthropology & Education Quarterly, 18(4), 312–334.*

[10]   Pearl, A. (1991). Systemic and institutional factors in Chicano school failure. In R.R. Valenciz (Ed.), Chicano school failure and success: Research and policy agendas for the 1990s (pp. 273–320). London, *UK: Falmer Press.*

[11]   Valencia, R.R. (1997). The evolution of deficit thinking: Educational thought and practice. Abingdon*, OX: RoutledgeFalmer.* A