



A Qualitative Study On The Academic Performance Of Adolescents With Reference To Christ King Girls' Higher Secondary School, East Tambaram

KEYWORDS

development, adolescents, intervention, management, qualitative, academic performance.

Mrs.M.THENDRAL

Assistant Professor of Social Work (SFS),
Madras Christian College & Ph.D. Scholar (Part Time) ,
Bishop Heber College, Tiruchirappalli

Dr.F.CARTER PREMRAJ

Assistant Professor of Social Work,
Bishop Heber College (Autonomous), Tiruchirappalli

ABSTRACT *The holistic progress of our country relies on the steady development of adolescents. Naturally this is a very crucial and confusing stage of the entire lifespan of every human being. And there is a need for a social workers' intervention in every school. The researcher was appointed by Sr.Marian, then Head Mistress in Christ King Girls' Higher Secondary School located at East Tambaram for less than 6 months from November 2013 to March 2014. With the help of the school management, the researcher was able to proceed with the qualitative study. Undoubtedly, the primary source of information was the students with low academic performance and the secondary sources were class teachers, classmates, non-teaching staff and parents and siblings. Few of the objectives of the study are to establish rapport with the identified students, to find their socio-economic status of the family and to evaluate the students' pattern of studies and discipline. Ultimately the researcher was bothered about the enhancement of academic performance of the students by addressing their other important aspects of life like physical, mental, social, and recreational and so on.*

INTRODUCTION

Christ King Girls' Higher Secondary School located at East Tambaram managed by sisters' congregation with dedicated team of qualified, service oriented teachers and management. The school is known for holistic development of adolescents' physical and psychological health. The researcher was appointed by Sr.Marian, then Head Mistress for less than 6 months from November 2013 to March 2014.

Review of Earlier Studies

Angela (2005) In a longitudinal study of 140 eighth-grade students, self-discipline measured by self-report, parent report, teacher report, and monetary choice questionnaires in the fall predicted final grades, school attendance, standardized achievement-test scores, and selection into a competitive high school program the following spring. In a replication with 164 eighth graders, a behavioral delay-of-gratification task, a questionnaire on study habits, and a group-administered IQ test were added. Self-discipline measured in the fall accounted for more than twice as much variance as IQ in final grades, high school selection, school attendance, hours spent doing homework, hours spent watching television (inversely), and the time of day students began their homework. The effect of self-discipline on final grades held even when controlling for first-marking-period grades, achievement-test scores, and measured IQ. These findings suggest a major reason for students falling short of their intellectual potential: their failure to exercise self-discipline.

Marrisa et al (2014) reports that Despite the rise of medical interventions to address behavioral issues in childhood, the social determinants of their use remain poorly understood. By analyzing a dataset that includes the majority of prescriptions written for stimulants in the United States, we find a substantial effect of schooling on stimulant use. In middle and high school, adolescents are roughly 30 percent more likely to have a stimulant prescription filled during the school year than during the summer. Socioeconomically advantaged children are more likely than their less advantaged peers to selectively use stimulants only during the academic year. These differences

persist when we compare higher and lower socioeconomic status children seeing the same doctors. We link these responses to academic pressure by exploiting variation between states in educational accountability system stringency. We find the largest differences in school year versus summer stimulant use in states with more accountability pressure. School-based selective stimulant use is most common among economically advantaged children living in states with strict accountability policies. Our study uncovers a new pathway through which medical interventions may act as a resource for higher socioeconomic status families to transmit educational advantages to their children, either intentionally or unwittingly.

NEED FOR THE STUDY

This qualitative study is very crucial to cater to the welfare of adolescents in Christ King Girls' Higher Secondary School. The mental health of the students are of great importance to cope up with the studies according to their motivation and level of interest. Academic excellence of the school determines the goodwill of the management. Education is one of the factors that mould the overall development of an individual.

OBJECTIVES

- > To establish rapport with the identified students
- > To find their socio-economic status of the family
- > To evaluate the students' pattern of studies and discipline
- > To elicit the basics of life from various subjects to live to the fullest
- > To orient on life skills
- > To bring about a progress in academic performance

RESEARCH METHODOLOGY

Qualitative method of gathering data and information through face-to-face interview and counselling of the identified students by the Management. The academic performance of the students and attentiveness inside the classroom sessions were the criteria with which the students were hand-picked by the teachers.

REVIEW OF LITERATURE

Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts.[1]

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.[3]

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school.[4] Parent influence students through the environment and discourse parents have with their children.[4] Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments.[4]

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.[5]

Another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neural activity in the brain.[6] Exercise specifically increases executive brain functions such as attention span and working memory.[6]

Performance indicators (PIs) in higher education have focused chiefly on research outputs. The development of a student evaluation instrument designed to measure the teaching performance of academic organisational units is the focus. The theory of teaching and learning that underlies the Course Experience Questionnaire (CEQ) is evident.

CASE WORK 1

Number of sessions – 7

Name of the student – Ms.Preethi; Class - X

Age – 15 years

Disciplinary complaints – Bringing mobile phone to classroom ; attention seeking behaviour

Classroom behaviour – inattentive; low or poor marks in Mathematica and English and distractive behaviour in class

Counselling

The client's father died of TB, mother works and earn in a school canteen. She hails from a low economic status, but portrays as rich. She was motivated to gain interest towards subjects and the essentials of being aware of the fundamentals of Mathematics to get promoted to the next class.

Ms.Preethi initially hesitated to reveal and accept her low socio-economic condition. The researcher vividly described her about the concept reality vs. fantasy. And then slowly she was able to trust and disclosed about her pattern of studies, recreational activities and so on. The client's version of data about her friends was with full spirit. Peer group pressure plays a vital role in this phase of developmental stage.

Prioritizing exercise was administered. The client took it

seriously and ranked her activities according to her strengths and interest.

She was trained to construct her own timetable after school by withdrawing from watching television and cutting down on frequent meetings with her friends in and around her neighbourhood. And slowly, she progressed towards scoring pass marks.

Case work - 2

Number of sessions – 7

Name of the student – Ms.Sevani; Class - X

Age – 15 years

Ms.Sevani from Andhra Pradesh, lived with her alcoholic father who is a watch man and her mother a home maker and two younger sisters. Her younger sister study well and is in class –X in a different section. She has language barrier in communicating with others and is inclined to fear to socialise, and has low self-esteem at school. She was irregular and absenteeism was her challenge because of ill health.

A set of activities related to communication like one-way communication, case studies on passive and assertive style of communication was completed with the client on a one-to-one basis, which she felt were happy to participate. Then she was regular to school and correspondingly to counselling sessions. She was guided to note her positives and to feel comfortable and not anxious.

The next immediate contacts of the school were teachers. She was frightened to face teachers and unable to get their help. Since she had a language barrier special personal attention was required to make her feel comfortable in the classroom atmosphere. The other hindering factors were that the client was often teased by her classmates. She was hurt and avoided to attend school regularly.

Her father was intimidated of the client's performance. Her father confirmed that she was not expressive and fails to turn up to school temporarily as she was hospitalized for medical reasons.

LIMITATIONS

The stipulated time period given by the school management to the counsellor was very short as the examinations were nearing. It took time for the researcher to build and establish rapport by eliciting information through open ended questions. It was not possible for the counsellor to make home visits, as the class teachers were busy and not able to accompany. Students were disturbed during class hours for the purpose of counselling and they may have missed important tips from their respective subject teachers.

CONCLUSION

The management was intimidated of the above discussed clients' as they were on a very slow process of improving and cultivating reading habit with less interest and self-motivation. It was recommended to organise (PTM) Parents' Teachers' Meeting with students and special and extra coaching classes for the students who are not able to fair well in studies.

REFERENCE

- 1.Developmental Psychology: A Life-Span Approach by Elizabeth B. Hurlock , fifth edition, McGrawhill companies | 2.Primary and secondary sources of information from Christ King's Girls' Convent – East Tambaram | 3.www.goodreadbooks.com | 4.www.wikipedia.org | 5.En.wikipedia.org/wiki/academic_performance | 6.Angela L. Duckworth, Positive Psychology Center, 10.1111/j.1467-9280.2005.01641.x Psychological Science December 2005 vol. 16 no. 12 939-94 | 7.Marissa King, Yale School of Management, 165 Whitney Avenue, New Haven, CT 06511 E-mail: marissa.king@yale.edu Medical Adaptation to Academic Pressure Schooling, Stimulant Use, and Socioeconomic Status October 13, 2014, doi: 10.1177/0003122414553657 American Sociological Review December 2014 vol. 79 no. 6 1039-1066