

Slow Learners and Low Achievers Can be in the Limelight with the Toppers- A Ray of Hope for Zero Rejection-a Qualitative Analysis

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Abstract

Slow learner is who may have poor language skill in writing and communicating. They run into poor judging skills and illogical reason to the theory classes. Slow learners always can't get along with the same age mate companionship, but show proficiency in particular task which might not be the curriculum relevance. They always expect to have novel way of transferring the details to teach the old concepts. On the other hand learning disability experiences physical retardation to speak, write and calculate, inadequate motor skill to coordinate and cooperate the live class room activities. The academic institution unfailingly stumble on such individuals who want to do a regular stream of graduation. If the college can tailor the curriculum to feed such expatriates, inclusive growth and human rights will be flagged to raise the institution profile to a prominent culmination among the horizons. The study administered to underpin the postulation was a qualitative analysis made among the low achievers of 300 adolescent college students in Tiruchirappalli, who were desperately forgotten by the college tutors and the mentors sharing their plight of reality they are in and the Pandora dream they hold back to become in reality. The focussed group discussion and the findings make intelligible explanation about the essential modified curriculum which will be a ray of hope to all poor scorers and the learning disabled, a regular college education leaving Zero rejection

Key words: Academic Inclusion, Zero Rejection, Adolescent College students,

Introduction or Background

¹“Small minds are concerned with the extraordinary, great minds with the ordinary.” small mind can manifest the great and extraordinary output while great minds are tuned to think in the regular pattern as the majority fashioned to think. Academic arena always have a struggle for the aspiring and under aspiring individuals. ⁷The SDG goal for the 2030 states Zero Rejection as one of the prominent goal along with quality education with gender parity.

Methods or Materials

²Focus group come in numerous shapes and sizes the methodology adopted for the study was based on which stated that a minimum of 10-12 participants to be included in a single group. The method also mandated that the nature of the group should be based on its

homogeneity because composing a group with highly different characteristics will decrease the quality of data. ²Further emphasized that the focused group should comprise of the essential elements and the researcher tried to incorporate the same model adhering to the methodology in conducting FGD's.

Selection Criteria

⁴The researcher selected 24 respondents with low rating. As denoted, the presented procedure is called 'sampled Group' and does not require a Specific sampling structure but rather focus on the researchers' convenience. Informed consent for the participants willing to participate in the research process was also systematically done while adhering to the ethics and norms of research.

Conative Model in a focused Group Discussion:

⁵Conative is a term coined by Mary Goodyear 2013, and this term refers to a style or approach to focused group discussion in qualitative research that is interpretative and based on the humanistic approach. Its primary objective is to achieve understanding of a topic or issue in the respondent's own terms. ⁴The researcher adopted this model using a set of structured interview questionnaires depicted in the focused group scripts with an objective to portray and achieve an understanding pertaining to the factors that led to the respondents having a low rating in achievement motivation.

Group I

Group Discussion- Outcome

Though the respondents' hesitated to initiate the conversation after the sentence completion test; they started spontaneously volunteering in the discussion when their individual contribution was disclosed without their names. Every respondent manifested that society is "WE" and "WE" alone. "If I am ok why should we blame society". "Society should be positive to the youngsters". Few others expressed that society means it defines only for the upper class and the son/daughter of the highly occupied personnel. Law, police station and educational institutions are working impartial. "Society demotivates us all"

Most of the respondents say that once their parents felt their son/daughter is grown up, total responsibilities are displaced and they totally go uncared. "My mother never cares even I come home by 3 am", "I rule and my rules only at home". Girls mutually say they get total freedom to move around, but there are times when phones are checked and bags are raided. Respondents strongly enforces that parents/teachers should not treat/guide their children by their own bitter experiences but rather they have to look upon the contextual scenarios also.

Respondents' felt that colleges are more syllabus and semester driven but not teaching what life is. We as young college students forget to represent our teachers as the best friend. They always look up on us with inquisitive eyes if they come across any mistake we commit.

"The girl whom I love madly, left me like this"

"My parents will never ask me where you are going. They will let me go free"

"I am a good dancer but fear of myself itself the problem"

"No money so I am deprived of extracurricular activities"

What made them to go so uncared of self and about the future?," the immediate response is that friends and their social gang made them to do many risk taking adventurous and cinematic behaviours.

"I practiced and quit all types of drugs but still I consume brown sugar and alcohol"

"When I was with my friends I can even murder"

"As Friends we always motivate each other to have an affair to avoid boredom"

"I regret for my friendship"

They also said that each of them spend a lot of money to maintain their friendship and their specific existence. To accompany the techno trends of Social networks all the respondents' need to spend money for mobile data, not only for the self but also for their girlfriends and boyfriends too. They comment that Social networks and pornographies, parties and outings have made them hold a low self-esteem and they hold a low spirit, yet the respondents do it all voluntarily to seek and reveal their identity.

Irrespective of their economic class, all the respondents make up their appearance as an upper middle class boy or girl, for example they spend on latest out fits, trending with branded accessories, high-end mobile phones, bike, and other gadgets. Every respondent accepted that they mint excessive money from their parents more, other than fees, and spend for parties and get-togethers. While expressing their views some were regretting for their ill-mannered behaviour, but some felt that there is pleasure in such activities.

Willingly knowing all the ill effects and evils, the respondents verbalize that:

"I use brown sugar and stuff"

“I drink alcohol and stay night out”

“Though not possible in my family to have a boyfriend I’m having one”

“I never tasted alcohol but now I’m an alcoholic and mentally depressed because of love failure”

Closing/Summary

The core discussion of the above FGD clearly reveals the present situation of the respondents’ who attended the FGD. As this group discussion focused not to teach about a guide or a manual but to learn the reason behind the low rates in quantitative analysis.

Being vigorously active, they bring in lot of mess, always procrastinate, and work lethargically on their own pace. They always wish the society to keep their world undisturbed because, they say and see lot of pit falls in adult planning and adult politics. They advocate their world to be serene and they request others not to spoil the peace they enjoy. Though they achieved nothing in this young age yet they are beautiful as they are honest in accepting their inabilities.

Most of the respondents’ wanted their professors to be a helping hand to guide and to direct, but not a yardstick to measure on what they are, and what they were incapable of, but they needed light to have a good future.

Not many of the respondents were satisfied by the parenting methods they experienced. They individually grumble that either of the parents were highly vigilant while the other is totally least bothered about anything, while the boy children say that they were given too much of freedom and trust and they were ignored in turn they lacked monitoring. None of them were guilty for what they possess; their emotional instability and social inadequacy.

Group II

Group discussion- Outcome

The discussion initiated by the moderator and inquired from the group, the reason for latent emotionality’s and abnormal range of emotional expressions. Almost all the group members unanimously stated that the nurturing pattern since their childhood was weird, that their

parents were solely responsible for such unfavourable emotional outlet now colouring their adolescent stage “*I always want to be in good emotional climate, but my mother will never allow me to live a life of my choice*”.

The Painful ventilation is that “The only everlasting villain is my father who sees me as a doll to dance for his tunes”. Every group member tagged themselves with the same statement, “If we were allowed to socialize blissfully we would have matured socially by this time”.

They also revealed that, the respondents true desires were not recognized when they were schooling, so now they preferred to do whatever they want, because of the age, and development of autonomy in their hand.

Probing the respondents further, they shared that they are happily living their life with friends, outings and chatting, which keeps their mind fresh. They were able to trend out, freak out, the way they want. Motivation in achieving was far somewhere in their lifespan and they stated that this is the age meant for mere recognizing and identifying what they love.

“I chose fine arts club in my college and never attend classes”

“I prefer to bunk class and stay with old friends for drugs/ alcohol/ movie”

“I love to bunk and move out but I do the same stuff in mobile phones”.

All the respondents’ curiously ventilated that it is very difficult to receive money for tuition fees, so to fulfill the individuals need to dress, drive, hangout, they will demand excess money as fees, or go for part-time jobs, indulge in any work that offers instant payment. Somewhere happily for the unapproved causes. Sharing their own experience of stealing money from the wrong sources. The members all have an impression that each of them having their ego wrapped with shame, hurt and lack of resources along with biased parenting. The only motive at this age was to flourish their own desires than their parental will and wish they have for their daughters/ and sons.

The respondents stated, that “*My home taught me to suppress my desire rather to race for achieving that*”. The other says, “*My father often says all your desires/*

wish/ambition is “ok” for high socio economic class sons and not for us”, and majority accepted this. The family taught us to wish a desire, which is nominal for a lower middle class family. When the moderator asked for explaining the way, they made their life. They said as follows:

“I earned and bought a costly bike and happily riding that in pride”

“I selected a dance floor qualified myself a dancer and now I am a choreographer”

“I am what I am; living happily in hostel hiding myself from family and nauseating rules”

The moderator re-caped the discussion and posted the reason for lower/poor academic performances. Without any hesitation, group members confront that:

“Teachers are not teaching they are working for a corporate target” “Academics are tertiary to me”

“College is to make friends and I am done with that”.

These verbatim capsules with molecules of negative parenting, inadequate economy, unstable mood and wrong decisions, negative peer pressures as reasons for going astray. The moderator led the discussion based on the fact of achievement motivation among them. They shared the feeling of conviction that they need to achieve and they have lot motivation owned in their personality.

Thus, the discussion totally revealed the language and amicableness of all employees were not to a great extent. The moderator concluded the group discussion and highlighted the major findings in order to ensure the validity on the statements made. The key findings revealed that the psychological and sociological developments rely on the childhood experiences and the kind of parenting style adopted in their respective houses.

Closing/summary

The moderator concluded the group discussion by revising the key points discussed and addressed in the group discussions. The major findings revealed that they were under the pressure of achieving the development

standards what media has portrayed.

When addressed about their college life they revealed that they expected the institution to be a thrust for the needy but in reality they found that colleges were giving preferences to the higher socio economic class, high proficiency and language and the rest were ignored. Most of the respondents stated that the priority of the college was to check the student’s punctuality and complete the syllabus. They also stated that there was a different way of approach depending on the student’s ability. They expected colleges to be a platform to unbiased learning and growing. By doing so, if the respondent’s family failed to develop their children psychologically and socially adaptive, the college will bring up the inmates psychologically and socially equipped apart from academics.

Findings

Convergent findings:

³Similar thought process were perceived as convergent findings. The common thought shred was, that parents were irresponsible, being conventional that suppressed their emotional and social maturity contextually. All were aggressive with uncontrolled emotions in some way or the other. All the group members were having poor academic records and lack of attendance the reason they state for this back logs were friends circle. Bunking classes for jolly trips or not just staying away from classes but also loitering inside the campus. Partying out is a way of defending their damaged ego and displacing the same with lot of friends, social media, and related socialization. All the three groups inevitably explained that the parenting style was not the sort they desired for. The real want of the hour to them was mere recognition and social attention from their parents and teachers, which they were deprived off.

Divergent findings:

Majority of the respondents from group 1 inferred that a family handling their adolescent child brings in many success and failure stories. They all have a wounded ego and end up in wrong relationships because of the blind trust parents have on their kids. Parents are either not vigilant or over vigilant, which fails poor in the development of an individual. While the other two

groups surmise that controlled parenting has resulted in unpleasant childhood and it has also affected their emotional and social stability. Majority of the respondents from Group 1 and 2 have records of indulging in malicious acts and remanded in police stations and still narrating the same without any conviction. While the third group appears to be athletic and allured in nature and have no evidence of drug abuse, no love affair, but contemplate that society, and family are the nurturing environment and that they can join them at any time. Most of the respondents were academically on a low profile, the reasons are contradictory and divergent in nature.

Conclusion and Suggestion

The under achievers or the low scorers are neither disabled to learning nor incapable to comprehend, but a modified approach in education's programmed instruction can be a scope to revitalize their position in academic zones. Academic achievement motivation is every body's desire to be the start line of the race but not all have the same spirit to follow the old fashioned or regular mannered structure to be the achievers. Sugar can be the single ingredient desired to be mandatory in all the sweets but now sugar has many alternatives to match the tastes of the cravers who are diabetic too. Updated trends are the only example to set our mind to start one of a kind of a research. Academics achievement motivation is a flavor that brings wonder depending on the factor that induces or reduces success, so which is the main feature to draw such flavor is the developmental stage or the age group that plays the key music.

- Home is the prime learning institution which ponders the effect by various factor by quality parenting and adequate emotional and social maturity.

- A child with adequate parenting can develop a matured emotions and matured social

- School or college is the secondary home

- If home failed to sow, the learning centers has to be the nurturing source.

- Outcome based education and customized ranking pattern can be ensured

- Drill on the wholesome education and peel out the convention mod of education

- Perceive adolescents with the fullest cognitive potential and not on the behavior manifested.

- The college can also affirm various extra curricular, industrial startups and incubation centre to receive contribution variedly across intellectual domain

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