

Exploring Barriers of Low Performing Girl through Voices of Teachers and Students of Rural Elementary Public Schools

Muhammad Uzair-ul-Hassan, Laila Kanwal, Iram Parveen & Mehr Mohsin Raza
Department of Education, University of Sargodha, Sargodha-Pakistan

Abstract

This study was aimed to explore the barriers of low achievers of rural elementary public schools in Punjab. The objectives of the study were to identify the barriers which resist low achievers' success in learning inside and outside the school and to suggest coping strategies to minimize these barriers. The study was exploratory in nature, so it carried out under the umbrella of qualitative research approach. The sample of the study was 10 teachers and 20 low achievers students selected from girls of rural elementary public schools of Sargodha, Punjab. For sample selection, first, the researchers conveniently selected 10 schools from Sargodha district. Secondly, the teachers and students were purposively selected. The interview protocol was used to collect the data. The researchers personally visited the schools and conducted interviews to obtain in-depth data of the barriers which have multilayered hidden realities and causes, as perceived and experienced by the teachers and students. For data analysis, microanalysis of the transcripts of interviews was used. The findings revealed that personal, educational, societal, economical, emotional and home related barriers are the main reasons to make girls low achievers. It was concluded that due to these forces, students remain left behind and show poor performance in the classes and examinations. The study recommends the coping strategies to schools managers and teachers that may be used to overcome such barriers.

Keywords: Barriers, Low Achievers and Elementary Schools

Introduction

Only about a fifth of the lowest achievers moves on to a further college education and gets any other kind of education or training. Some barriers are academic related, while other barriers can be in the student's home environment, personal, socio-economic and psychological. These barriers are needed to tackle for the sake of improvement of students' performance (McIntosh, 2004). As Hargis (1997) stated that low achievers are those learners/students who are not performing proficiently in the learning environment. Furthermore, the achievements are also classified in the form of grades, performance in co-curricular and sports activities as well. But the grades are the most concerning for teachers, school managers and parents. Fletcher, Coulter, Reschly and Vaughn (2004) have expressed that low academic achievement means to be unsuccessful to achieve the average educational achievements in test or examination grades as a set cut off point or minimum grade to pass the subject. The unfortunate practices in our educational institutions are an inclination to focus only on high achievers and ignore low achievers because educational managers want to ensure their academic excellence through polishing the high achievers because they think that low achievers require more attentions and struggle by the staff of educational institutions. Timperley, Wilson, Barrar, and Fung (2007) have described that teaching is the most important factor for student's achievements within schools. Vanauker-ergle (2003) concludes that the academic position of low achievers was subsequent to their home-life conditions in association to its effect on educational performance.

Cassen and Kingdon (2007) describe that home environment also cause the low attainments. A complicated home life or non-cooperative parents provide a child poor beginning in academic life. Pre-school learning and assistance provided by the parents, home environment and financial help have important role to play in decreasing low attainments. Hirsch and JRF advisor (2007) have described that the children who grow up in poverty, for them, there is

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of Rural Elementary Public Schools

Uzair, Laila, Iram & Mohsin

always less probability to perform well in schools. This brings disadvantages in coming life. To break this chain, we need to tackle the manners and experiences that remain at the back social distinctions in education. Low achievers have low self-respect than high achievers. The study also found that the students who show high level anxiety about their homework have five to six times probability to be low achievers. Arnett (as cited in Kelly, 2013) stated that overloaded classrooms and traditional teaching styles are not favorable for those students who need extra help. This may lead the consequences of poor educational results, lessened interest in the school setting, and increased risks for low confidence. Student's achievements in the classroom, examination hall and outside the class are important predictor/indicators of their future success in their academic and social life. Therefore, this remained frequent and important topic of the educational research in past decades. There are different types of barriers which make the students low achievers in their respective fields of study. Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television).

The researchers focus on the low achievers because of the fact that educational disadvantage is expensive and serious threat to both society and individual. Researchers in field of education and psychology have to conduct research to identify these barriers and to explore the reason behinds these barriers because low achievers may have special learning needs. Therefore low achievers can be seen in form of drop out and students failure rate.

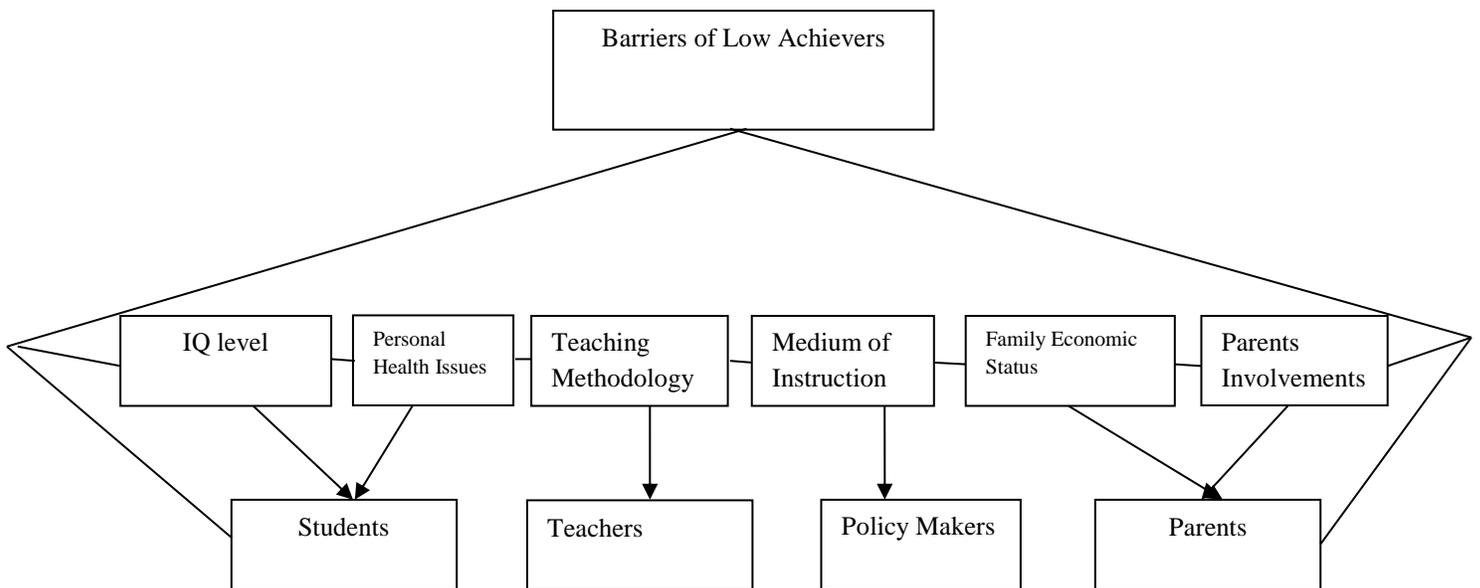


Figure: Variables as barriers associated with academic achievements of low achievers

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of
Rural Elementary Public Schools
Uzair, Laila, Iram & Mohsin

Statement of the problem

The problem was considered to explore the barriers of low achievers in elementary schools. There are different types of barriers like Parents Involvements, IQ level, Personal Health, Family Economic Status, Teaching Methodology and Medium of Instruction in the schools which make one low achiever in the academic, social and economic life. It is also very important to listen the voices of victims' e.g. low achievers to solve their problems. Therefore, it was a problem of significant importance to study.

Objectives of the study

The objectives of this study were as follow:

1. To explore barriers which resist low achievers' success in learning inside and outside schools?
3. To suggest coping strategies to minimize failure.

The study was beneficial for teachers and educational managers. The elaborated part is helpful in using coping strategies recommended in the light of this research to overcome the barriers of low achievers. The teachers, parents, policy makers and other stakeholders can get awareness about the barriers of low achievers and the reasons behind it. The future researchers may be benefited to get the idea to conduct future research on these barriers.

Methodology

The study was exploratory in nature. The qualitative method was used. The self-developed interview schedule was used to collect the data. The sample of study was 10 teachers and 20 low achievers students. For sampling, the researcher selected district Sargodha and 10 elementary schools of the same district conveniently. Secondly, researcher purposively selected the teachers keeping in view their teaching experience and those students who were reported as low achievers in previous examinations. For data collection, the researcher personally visited the schools and recorded the interviews in the tape recorder. The thematic analysis was used in the analysis of the interviews. Marks and Yardley (2004) expresses that thematic analysis gives an opportunity to understand the potential of any issue more widely.

Data Analysis

The analysis was comprised of two parts i.e. analysis of teacher interviews and students' interviews. Example of coded analysis of students' interview is elaborated in the following table:

Following table elaborates coding of students' interview:

Coding-- Home environment/ Parents misunderstanding/ Family disputes/ Physical violence/ Uncomforted environment of homes

Q. Do you have confident in your abilities? (if not ,why)

I do not have confidence in my abilities because I feel fear I do not accomplish any task due to my parents quarrel. My parents quarrel with each other due to which I feel fear and lose my confidence.

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of
Rural Elementary Public Schools
Uzair, Laila, Iram & Mohsin

Q. How do your parents support you in your studies?

My father helps me in my studies. But we have financial problems so mostly my parent's quarrel with each other. This creates tension and anxiety for me. This anxiety reduces my interest in studies. (weeping)

Coding-- Individual problems/ Learning difficulties/ unwillingness/ Physical problems

Q. Do you take interest in your studies?(if not ,why)

Q. I do not take interest in my studies because my previous knowledge about subjects is so weak and English medium is also creates trouble for me. Sometimes I study and sometimes I do not study.

Q. Do you have any physical or mental problems during study?(if yes, which)

My eye sight is so weak so this creates trouble in my studies.

Following table shows number of teachers and students interviewed with Codes:

Teacher Respondents		Students Respondents			
Respondents	Coded	Respondents	Coded	Respondents	Coded
Teacher1	T1	Student 1	S 1	Student 1	S 11
Teacher2	T2	Student 2	S 2	Student 2	S 12
Teacher3	T3	Student 3	S 3	Student 3	S 13
Teacher4	T4	Student 4	S 4	Student 4	S 14
Teacher5	T5	Student 5	S 5	Student 5	S 15
Teacher6	T6	Student 6	S 6	Student 6	S 16
Teacher7	T7	Student 7	S 7	Student 7	S 17
Teacher8	T8	Student 8	S 8	Student 8	S 18
Teacher9	T9	Student 9	S 9	Student 9	S 19
Teacher10	T10	Student 10	S 10	Student 10	S 20

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of
Rural Elementary Public Schools
Uzair, Laila, Iram & Mohsin

I. Analysis of teachers interviews

Table 1: Themes emerged from teachers interviews

Sr.No	Themes	Frequency	Respondents
1.	Parents Involvements	05	T8,T6,T9,T7 and 20
2.	IQ level	06	T6,T7,T4,T1,T3 and T7
3.	Special care and Supervision by School	04	T1,T2,T6 and T8
4.	Family Economic Status	06	T9,T1,T8,T3,T6 and T2
5.	Teaching Methodology	05	T6,T7,T14,T2 and T5
6.	Ignoring of low Achievers	03	T3,T4 and T10

Parents Involvements

Majority of the teachers opined that due to lack of parent’s involvement the low achievers show carelessness in their studies. According to them carelessness is a common characteristic among these low achievers. They show carelessness in different ways like they do not come to class regularly, mostly they remains absent from school without any reason, they do not prepare test and other assignments.

T8: Parents do not cooperate with us and negatively support the students and threat us if we taunt them.

IQ level

Whereas others reveals that low achievers has less IQ level as compared to high achievers, as well as lack of retention ability. This barrier leads them towards low achievements. Some students try to concentrate on their studies but as result of these constraints they cannot succeed. The respondent stated as follow:

T6: I think low achievers do not give correct response. They have lack of IQ level and retention ability. They show lack of interest in studies. They also do not complete their homework.

Special care and Supervision by School

Moreover, the respondents expressed that the dearth of special care and supervision of the students by the school education department make them low achievers. Teachers and educational managers should notice the unexpected change in their behaviors e.g aggression, inattentive to

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of Rural Elementary Public Schools

Uzair, Laila, Iram & Mohsin

assignments etc. So, the head teachers and teachers should adopt the remedial strategies to overcome the behavioral issues.

T1: *According to my opinions, educational system is not doing much for low achievers. For example syllabus that is being taught in our schools is not according to the students' aptitude and mental level basically in rural areas. When the curriculum is designed at national level, the involvement of the teachers is not there at grass root level. Qualification of most of the senior teachers is not up to the mark. Most of them are only metric degree holders therefore syllabus for these teachers is too much difficult due to English medium. Well trained and highly qualified teachers should be appointed. Shortage of teachers is not being tackled.*

In contrary to that one other subject responded as follow:

T8: *We motivate them and remove their weakness by helping them and headmistress also call these low achievers and motivate them for better achievement. We also appreciate low achievers during assembly timing.*

Family Economic Status

In this connection, the teachers also stated that the low economic status and persistent poverty are also the barriers of low achievers. They say that mostly students' parents do not have money to spend on their uniforms, books and additional exams preparation guides which are normally required to them. The parents of students of low economic status also have no time and awareness to supervise their children in the school life. While some of teachers opposed this argument and stated that they have a lot of example of students who performed excellent and they have low economic status. The teachers said that the supervision by school and parents is important then economic status.

T5: *Socioeconomic background of the students affects on performance of the students. Mostly students are left behind due to their backward environment and low family income.*

Teaching Methodology

In addition to that almost all of them communicated that the vague and inexplicit method of teaching is also barrier of low achiever. Mostly students do not understand the concepts because of poor demonstration and communication of teacher. What the teacher is trying to know them? Normally the teachers are not trained enough in using the various kinds of teaching methods. If the student would not be able to understand the concepts rightly, of course he would left behind in grades.

T6: *These low achievers have incapability to face pressure when we assign them difficult task and they also do not fit into curriculum rapidly due to their slow speed. It is difficult for us to keep them on right track and with relative pace of high achievers*

Some teachers told that they try to use the variety of method to overcome the issues of the low achievers as they can.

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of
Rural Elementary Public Schools
Uzair, Laila, Iram & Mohsin

T5: *yes, different approaches are used by teachers and schools. Teachers help the students by motivating and giving preference to them. Teachers listen the lesson on daily basis. Schools help them financially by giving them uniforms and old books that are part of their syllabus.*

Ignoring of low Achievers

Furthermore, they stated that teachers should pay special attention to low achievers and also use the various kinds of strategies to motivate the low achievers to compete the high achievers. They suggested the coping strategies which most of them use in their class rooms to teach the students on their level best. These strategies are grouping of low achievers with high achievers, behavior alteration, and use of AV aid, continuous assessment and reward system on best performance.

T3: *Effective approaches are seldom used at school or class level by administrator and teachers. Most of the teachers became fed up from low achievers and wish that these students leave the school.*

Table 2: Themes emerged from students interviews

Sr.No	Themes	Frequency	Respondents
1.	Home Environment	06	S3,S17,S12,S6,S19 and S11
2.	Lack of parent's involvements	07	S1,S12,17,S10,S7,S8 and S20
3.	Personal Health Issues	05	S3,S6,S4,S16 and S19
4.	Medium of Instruction	07	S9,S13,S2,S15,S17,S8 and S1
5.	Teaching Methodology	05	S12,S5,S18,S15 and S9
6.	Guidance and Counseling	04	S14,S7,S13 and S14

II. Analysis of students interviews

Home Environment

Majority of the respondents stated that fear from surroundings is main hindrance in their performance. Family quarrels especially between mother and father, with their relatives and neighbors were the cause of fear and uncertainty for students. Most of the respondents' families had faced the financial crisis. These factors increase their anxiety and decrease their satisfaction level with their surroundings. Furthermore, they told that all this is cause of stress. The family stress keeps them behind the academic achievements. One of the respondents stated as follow

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of
Rural Elementary Public Schools
Uzair, Laila, Iram & Mohsin

S3: *I do not have confidence in my abilities because I feel fear I do not accomplish any task due to my parents quarrel and uncertain home environment. My parents quarrel with each other due to which I feel fear and lose my confidence.*

Another expresses his view as:

S11: *I like to study but due to disputes in my home. My elder brother does not like to let me go to school. He quarrels with mother for this reason. He says me if u go to school I will beat u. This raises my anxiety and reduces my level of interest in studies.*

Lack of parent's involvements

Whereas, some others respondents stated that their parents do not take interest in their studies. Their parents even never appreciated them when they got good grades and always engaged them in home tasks.

S1: *My parents are illiterate and they do not give importance to my studies*

Personal Health Issues

Moreover, some of respondents expressed that the health issues associated with them are always become the barriers especially in exam days. Some of the low achievers also admitted that due to physical problems they do not pay attention to their studies properly. They are not physically fit so they feel difficulty in their studies. This physical condition also caused to decrease their level of interest.

S3: *My eye sight is so weak so this creates trouble in my studies.*

S19: *After returning from school I eat my lunch I do my home work but i forget my lesson due to illness.*

Medium of Instruction

In addition to that low achiever students told that medium of instruction (English) is also a main barrier in getting brilliant performance. Due to English medium they feel difficulty in learning as well as in assessment. Test format seems to be difficult for them because of English medium. They are facing problems in reading of content as a result of sudden change of medium.

S9: *Test format in our school seems to be difficult due to English medium.*

Teaching Methodology

Respondents also expressed that they lose their confidence as a result of teachers' strict behavior. Moreover they told that method of teaching never motivated and inspired them. Some of them stated that many teachers appreciate them verbally if they perform well. These teachers also give them equal opportunities to participate in the class. Because of this appreciation and equal participation they feel happy and become more enthusiastic to perform well during class session.

S12 : *I feel test anxiety during exams when I do not have answer of some questions. Most of the teachers do not conduct tests in the class so I have not written practice due to which I feel trouble in the class and this increase my tension. I also feel fear from my teachers because they are rigid in their teaching methodologies*

Guidance and Counseling

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of Rural Elementary Public Schools

Uzair, Laila, Iram & Mohsin

Respondents stated that the lack of counseling and guidance by the experienced people is also barrier because they always faced the issues in learning. They do not know how to plan the studies and how to deal with different nature of subjects. Some respondents stated they have no ideal personality in their family and neighbor to whom they can follow. Students never felt motivated for studies.

S14 :*I feel test anxiety because I afraid that I will forget test because I do not trust on my abilities and my basic knowledge is so weak.no one is there in family and school to guide me to solve my problems.*

Findings and Discussion

The findings of the study showed that home environment has major role to play in reducing low achievement. Home environment is connected with such factors such as family size, involment of parents, parental educational levels, socio economic status, family disputes etc. Past researches also indicates the same factors, as Sahin and Gulmez (2000) concluded that charateristics of the family influenced the educational attainments and also cause failure. Family-related factors that may be responsible for failure included the economic and social status of the family, family size, believe of the family about education, educational background of parents, language, parents' occupation, and uneasiness at home. Findings revealed that the kind of people living in the surrounding of the students also incorporate in his characterists and traits. The student who is living between those people who are well educated has positive impact on his personality. Ainsworth (2002) studies the mechanisms which intervne the connection between neighborhood characteristics and educational attainment. Findings showed that the parents' involvements in the students' studies positively affect students' academic achievements. The same was explored by Shumox & Lomax,(2001) academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success . further Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school

In his study ,he found that the being there of neighbor adults who are college graduates and who hold specialized or administration level jobs have considerably effect on academic success of the students. These neighbors are impacting youths' academic hopes and the quantity of homework which he does. As this study revealed that the teachers and educational managers role is very significant in students achievements. Because it is their prime responsibility to manage the learning for students and use remedial strategies to minimize the barriers in the ways of learning but mostly teachers are not prepared for this. Akhtar (1992) defines that supervisory and teaching staff is not skilful as required. They are not aware of the objectives, role and significance of students' learning. Therefore teaching and supervisory pactices are not up to the mark in making better qualitative instructions. It was also obvious from the analysis that students were found less motivated towards their studies because techers never practice the motivational techniques. Motivations have significant impact on the students performance. Less motivated students always feel stress and fear from assignments and exams Reis, Herbert, Diaz,.Maxfield

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of Rural Elementary Public Schools

Uzair, Laila, Iram & Mohsin

and Ratley, H (1995) states that low educational achievers have been found, less motivated, low self-worth, and feel more test anxiety than others. Further they think that their educational attainments are because of outer causes like luck and complicated assessment.

Moreover, the flaws in the educational systems are seen as barriers of low achievers. In a research, Rivkin, Hanushek, & Kain, (2005) found that school education system and policy can be an important tool for increasing the attainment of low income students and to ensure the academic achievements of the students. Stronge, Ward, & Grant (2011) have explained that teacher effectiveness makes a noteworthy discrepancy in student. Most of the participants also acknowledged that their personal problems also create hindrances in their learning. These learning difficulties are unwillingness, aggression and physical problems as example. Previous studies also reported the same problems like Fan (2001) described that personal weakness and mental stress issues due to any reason are also contributing in his/her educational failure. Chohan and Qadir (2013) states that permanent personal illness also negatively influence the learning. It was also noted that the reason behinds low achievements are not same with all cases. In some cases, poverty and parents involvements were significant and in other school and teachers. It mean that barriers of low achievers and causes behinds it vary from individual to individual. It is also supported by literature as Cassen and Kingdon (2007) pointed out that low achievers are normally to be found in poor urban areas. But there is very significant difference among schools and local authorities. Some schools with high extent of poor pupils do much better than others. And there is a significant variety of performance among different ethnic groups. As with so many other social problems, low achievement in school is complicated and multifaceted.

Conclusion

First, it was concluded that the non-conducive class room environment, unskillful and less motivated teachers are the barriers of low achievers. Moreover, the existing education system, English language as medium of instruction, lack of supervision and negligence in provision of support to slow learners are the cause which make them low achievers. Second, the social and economic factors have remarkable effects on the students' academic achievements. Family environment, economic status, poverty rate, personal and emotional problems, parents' supervision and activities in neighborhood of the students are barriers in the way of their academic success. These factors vary in individual to individual and school to school in their intensity and nature in different contexts. Third, it was also concluded that the coping strategies may be used to reduce these barriers. It is the responsibility of teachers in classroom to observe and analyze the unpredicted changes in students' behavior. Proper training of teachers, availability of physician and psychologist in schools, regular parents teacher meeting, revision and up-gradation of curricula are recommended coping strategies. The use of remedial efforts at earlier stages by teachers and educational managers can stop a student to become low achiever. Moreover, the inclusion and supervision of parents with coordination of schools in students' studies matters can also minimize these factors.

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of
Rural Elementary Public Schools
Uzair, Laila, Iram & Mohsin

References

- Ainsworth, J. W. (2002). Why does it take a village? The mediation of neighborhood effects on educational achievement. *Social Forces*, 81(1), 117-152.
- Akhtar, S. A. (1992). *Supervision in Education*. Waheed art Press, D. I. Khan. Pakistan
- Arnett, J.J. (2012). *Adolescence Emerging Adulthood* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Cassen. R. & Kingdon,.G. (2007). Tackling low educational achievement. Retrieved February 11, 2014 from: <http://eprints.lse.ac.uk/43735/1/Tackling%20low%20educational%2.pdf>.
- Chohan, B. I., & Qadir, S. A. (2013). Self-esteem of the repeaters: A mixed method study of elementary grade students. *Pakistan Journal of Psychological Research*, 28(2), 277.
- Fletcher, J.M., Coulter, W.A., Reschly, D.J., & Vaughn, S. (2004). Alternative Approaches to the Definition and Identification of Learning Disabilities: Some Questions and Answers. *Annals of Dyslexia*, 54(2), 304-332.
- Hargis, C. H. (1997). *Teaching low achieving and disadvantaged students* (2nd ed.). Springfield, Ill.: Charles C Thomas.
- Hirsch, D & Advisor, J (2007). *Experiences of poverty and educational disadvantage*. Joseph Rowntree Foundation.
- Krashen, S. (2005). The hard work hypothesis: Is doing your homework enough to overcome the effects of poverty? *Multicultural Education*, 12(4), 16-19.
- Marks, D. & Yardley, L. (2004). *Research methods for clinical and health psychology*. SAGE.
- McIntosh, S. (2004) *The Impact of Vocational Qualifications on the Labour Market Outcomes of Low-Achieving School-Leavers*, CEP Discussion Paper 621. London: LSE, Centre for Economic Performance

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of
Rural Elementary Public Schools
Uzair, Laila, Iram & Mohsin

- Proctor, R. & Bartle, C. (2002) *Low Achievers: Lifelong Learners. An Investigation into the Impact of the public library on educational disadvantage*. Retrieved February 11, 2018 from: http://www.shef.ac.uk/polopoly_fs/1.128116!/file/CPLIS--Low-Achievers.pdf
- Reis, S.M. Herbert, T. Diaz, E.I. Maxfield, L.R, Ratley, H.R. (1995). *Case Studies of talented Students who achieve and under achiever in an urban high School*. Retrieved on Oct 14, 2017 from <http://www.gifted.uconn.edu/resource>, html.
- Rivkin, S. G., Hanushek, E.A., & Kain, J.F. (2005). "Variable Definitions, Data, and Programs for 'Teachers, Students, and Academic Achievement'," *Econometrica Supplementary Material*, 73, www.econometricsociety.org/ecta/supmat/4139data.pdf.
- Roberts, G. A. (2007). *The effect of extracurricular activity participation on the relationship between parent involvement and academic performance in a sample of third grade children* (Doctoral dissertation).
- Sahin, I., & Gülmez, Y. (2000). Social sources of failure in education: The case in East and Southeast Turkey. *Social indicators research*, 49(1), 83-113.
- Shumox, L., & Lomax, R. (2001). Parental efficacy: Predictor of parenting behavior and adolescent outcomes. *Parenting*, 2(2), 127-150.
- Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of teacher Education*, 62(4), 339-355.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration*. Wellington, New Zealand: Ministry of Education. <http://www.educationcounts.govt.nz/publications/series/2515/15341>.

Exploring Barriers of Low Performing Girl through the Voices of Teachers and Students of
Rural Elementary Public Schools

Uzair, Laila, Iram & Mohsin

Vanauker-ergle, K. A. (2003). Barriers to low achievers 'success in the elementary classroom as perceived by teachers: A qualitative study. A dissertation presented to the graduate school of the University of Flordia in partial fulfillment of the requirements for the degree of doctor of philosophy, University of Flordia, USA.