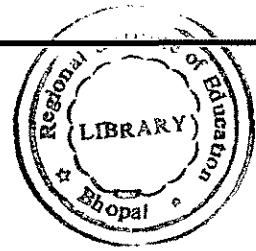


CHAPTER - IV

ANALYSIS, INTERPRETATION AND DISCUSSION





CHAPTER - IV

ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 INTRODUCTION

This chapter deals with treatment and interpretation of the data. The objectives have been dealt one by one following the conclusion further.

Data were collected with a view to identify the slow learners by using the checklist and to study the main characteristics of the slow learners as reported by the teachers. Analysis had been done to find out the weightage of each aspect/problem in slow learners and to compare the observation with intelligence test (both verbal and non-verbal).

4.2 ANALYSIS AND INTERPRETATION OF DATA

The data collected for this study had been analysed one by one :-

1. **The Identification of slow learners by using Checklist and to study the main characteristics of the slow learners as reported by the teachers**

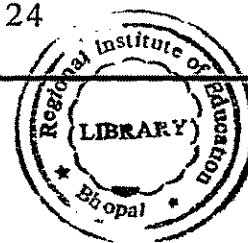
In order to achieve this objective first of all slow learners were identified with the help of checklist. The process of identification has already been explained in third chapter. Out of 199 students of all the four schools 41 students were identified as slow learners by teachers. Hence their prevalence will be 20%



(1)	(2)	(3)	(4)
5.	Achieve low in class tests and exams.	26	63%
6.	Have difficulty in drawing conclusion.	26	63%
7.	Have difficulty in conveying their problems to the teachers	26	63%
8.	Find difficulty is dealing with abstract concepts.	22	54%
9.	Drop common suffixes/prefixes while writing.	25	61%
10.	Have difficulty in classifying items in groups.	25	61%
11.	Find difficulty in transfer of learning in new contexts.	27	66%
12.	Show lack of common sense and judgement.	28	68%
13.	Find difficulty in understanding relation.	19	46%
14.	Show less achievement than expected	23	56%
15.	Face difficulty in recalling the objects seen.	24	59%
16.	Face difficulty in repeating oral matters.	94	59%



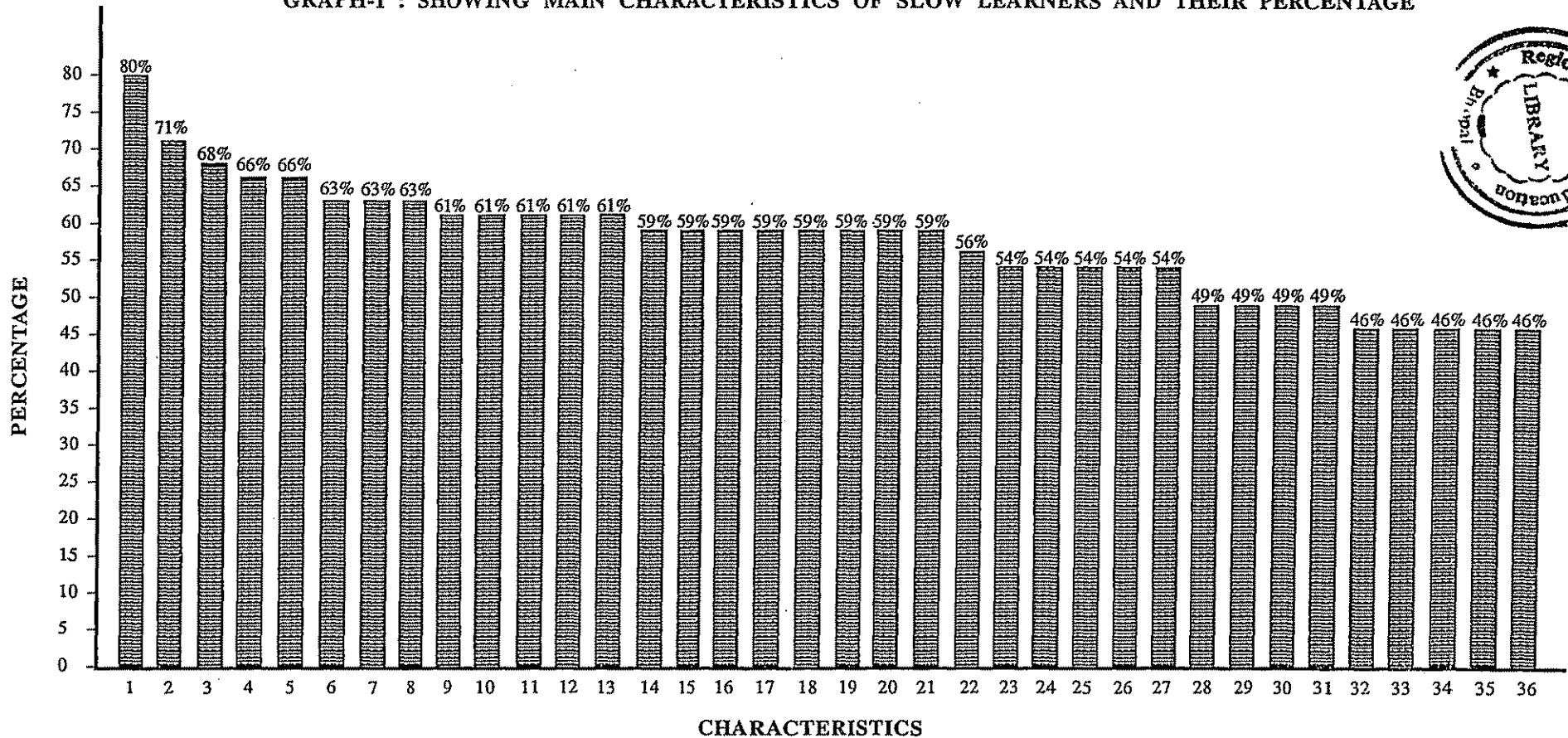
(1)	(2)	(3)	(4)
17.	Tend to forget everything.	19	46%
18.	Show fear while writing from dictation.	19	46%
19.	Fail to understand verbal instruction.	20	49%
20.	Usually give inappropriate answer to verbal question.	27	66%
21.	Face articulation problem.	20	49%
22.	Show difficulty in oral reading than in silent reading	25	61%
23.	Have difficulty to express in writing.	22	54%
24.	Have poor and illegible hand writing.	25	61%
25.	Tend to avoid teacher questions	22	54%
26.	Seldom ask any question on their own.	20	49%
27.	Are afraid of answering even though they know the answer.	22	54%
28.	Find difficulty in accepting and establishing rapport with new teachers.	24	59%
29.	Have shy nature.	24	59%
30.	Lack self confidence.	24	59%



(1)	(2)	(3)	(4)
31.	Show more interest in extra curricular activities.	22	54%
32.	Show immaturity in routine activity.	19	46%
33.	Tend to avoid school activities like literary, cultural etc.	19	46%
34.	Donot take initiative in group activities like lunch sharing, playing etc.	20	49%
35.	Avoid task because of fear of failure.	24	59%
36.	Fail to make friends and are not sociable.	24	59%



GRAPH-I : SHOWING MAIN CHARACTERISTICS OF SLOW LEARNERS AND THEIR PERCENTAGE



NOTE :- (1) Learn at a slower rate (2) Show less attention in studying (3) Show lack of common sense and judgement (4) Find difficulty in transfer of learning in new contexts (5) Usually give inappropriate answer to verbal question (6) Achieve low in class tests and exams (7) Have difficulty in drawing conclusion (8) Have difficulty in conveying their problems to the teachers (9) Have difficulty in recalling what they learned (10) Drop common suffixes/prefixes while writing (11) Have difficulty in classifying items in groups (12) Show difficulty in oral reading than in silent reading (13) Have poor and illegible hand writing (14) Get confused when a new topic is introduced in class (15) Face difficulty in recalling the objects seen (16) Face difficulty in repeating oral matters (17) Find difficulty in accepting and establishing rapport with new teachers (18) Have shy nature (19) Lack self confidence (20) Avoid task because of fear of failure (21) Fail to make friends and are not sociable (22) Show less achievement than expected (23) Find difficulty in dealing with abstract concepts (24) Have difficulty to express in writing (25) Tend to avoid teacher questions (26) Are afraid of answering even though they know the answer. (27) Show more interest in extra curricular activities (28) Fail to understand verbal instruction (29) Face articulation problem (30) Seldom ask any question on their own (31) Don't take initiative in group activities like lunch sharing, playing etc (32) Find difficulty in understanding relation (33) Tend to forget everything (34) Show fear while writing from dictation (35) Show immaturity in routine activity (36) Tend to avoid school activities like literary, cultural etc.

The characteristics as seen in table no. 4.1 and also depicted in graph-1 reveals that, majority (80%) of the slow learners learns at a slower rate. Show less attention (71%), lack of common sense (68%), usually give inappropriate answer to verbal question (66%) were other frequently seen characteristics. Similarly on other characteristics also slow learners show high %. On the basis of these characteristics it would be easier for teachers to identify the major problems of individual child and can provide subsequent remedial material to every child according to their needs.

On rest 15 characteristics % of students was very low. It means some slow learners also show these characteristics also but their % is very low so these are not the main identifying characteristics. Therefore investigator drop rest of the characteristics.

2. **Difference in the characteristics of boys and girls (Slow learners)**

In order to find the difference in the characteristics of boys and girls, the % of both boys and girls were calculated separately and then compared to find the difference in the characteristics of boys and girls. The description of the difference in the characteristics are given in detailed in annexure 2.

It was clear from the annexure-2 that in majority of characteristics the ratio of both boys and girls was similar except few characteristics. Table 4.2 shows that out of 36 characteristics on 12 characteristics there is a marked difference in the % of boys and girls (slow learners) of grade VII.

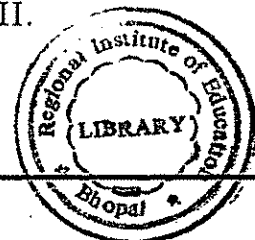
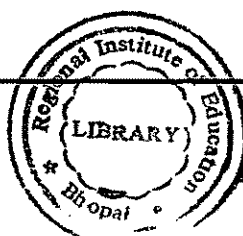
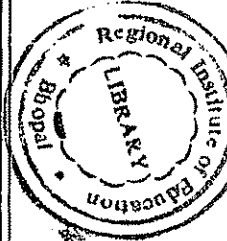
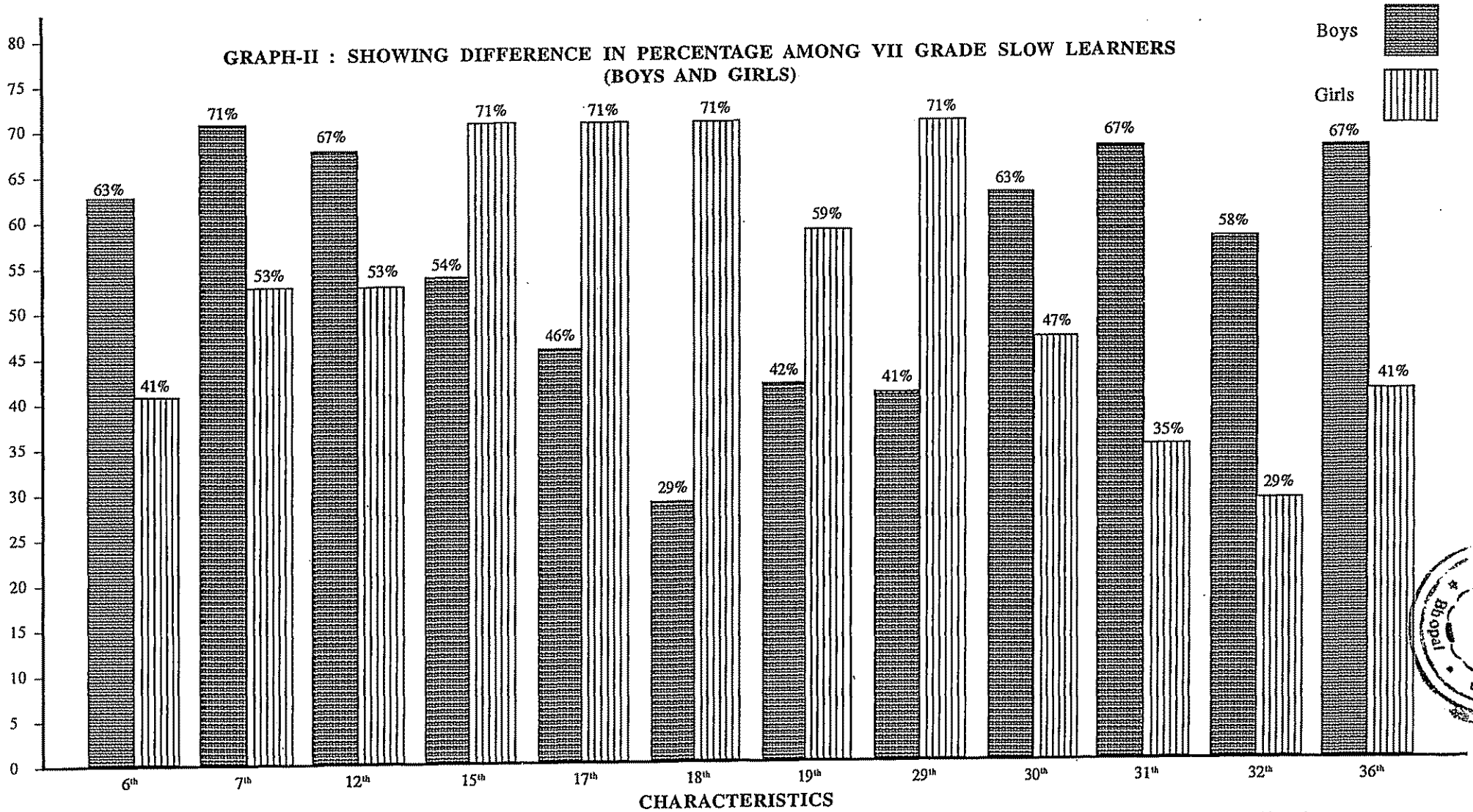


Table 4.2
Difference in Percentage among VII grade
slow learners (Boys and Girls)

Character Number	Characteristics	Boys Percentage	Girls Percentage
(1)	(2)	(3)	(4)
6	Have difficulty in drawing Conclusion.	63%	41%
7	Have difficulty in conveying their problems to the teacher.	71%	53%
12	Show lack of common sense and Judgement.	67%	53%
13	Show fear while writing from dictation.	29%	71%
15	Face difficulty in recalling the objects seen.	54%	71%
17	Tend to forget every thing.	46%	71%
19	Fail to understand verbal instruction.	42%	59%
29	Have shy nature	41%	71%
30	Lack self confidence	63%	47%
31	Show more interest in extracurricular activities.	67%	35%
32	Show immaturity in routine activities	58%	29%
36	Fail to make friends and are not sociable.	67%	41%





NOTE :- (6) Have difficulty in drawing conclusion (7) Have difficulty in conveying their problems to the teachers (12) Show lack of common sense and judgement (15) Have difficulty in recalling what they learned (18) Show fear while writing from dictation (17) Tend to forget everything (19) Fail to understand verbal instruction (29) Have shy nature (30) Lack self confidence (31) Show more interest in extra curricular activities (32) Show immaturity in routine activities (36) Fail to make friends and are not sociable.

Thus from the table-4.2 and Graph 2 it was clear that on some characteristics boys show high % and on some Characteristics girls show high %. Boys show more difficulty in drawing conclusion (63%) than girls (41%). Similarly girls show more fear while writing from dictation (71%) than boys (29%).

Most of the researches (Maccoby and Jacklin, 1974, Bank et. at, 1980; watson, 1969) concluded that there is marked difference in language development, reading ability in boys and girls. So same could be possible for slow learners also. Therefore Investigator had seen difference in the characteristics of boys and girls and also found a marked difference in 12 characteristics.

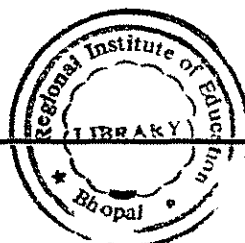
3. Comparison of observation made by the teachers with intelligence tests (both verbal and non-verbal)

In order to study this objective each student who were observed by teachers as slow learners had been verified by Intelligence test (both verbal and non-verbal). Table 4.3 shows the identified slow learners and their intelligence test results.

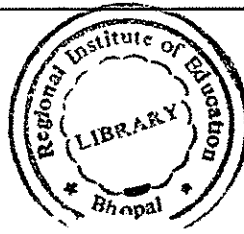
Table 4.3

Identified Slow learner and their Intelligence test result

Sl. No.	Students	Verbal Intelligence test Result (I.Q)	Non verbal Intelligence test Result
(1)	(2)	(3)	(4)
1	MG1	80	IV grade
2	MG2	70	V grade



(1)	(2)	(3)	(4)
3	MG3	84	IV grade
4	MB1	70	IV grade
5	MB2	88	IV grade
6	MB3	79	III- grade
7	QG1	83	IV grade
8	QG2	74	IV grade
9	QG3	87	III- grade
10	QG4	88	IV grade
11	QG5	86	III- grade
12	QG6	90	IV grade
13	QG7	79	IV grade
14	QG8	80	III- grade
15	QB1	80	III- grade
16	QB2	84	III- grade
17	QB3	70	III- grade
18	QB4	81	IV grade
19	QB5	90	IV grade
20	QB6	85	III- grade
21	ZG1	75	III- grade
22	ZG2	86	V grade
23	ZB1	83	III- grade
24	ZB2	89	III- grade
25	ZB3	89	III- grade



(1)	(2)	(3)	(4)
26	ZB4	85	IV grade
27	ZB5	83	IV grade
28	ZB6	83	III- grade
29	ZB7	86	III- grade
30	ZB8	73	III- grade
31	TG1	89	V grade
32	TG2	89	V grade
33	TG3	89	IV grade
34	TG4	74	IV grade
35	TB1	80	IV grade
36	TB2	89	III- grade
37	TB3	84	III- grade
38	TB4	82	IV grade
39	TB5	89	III- grade
40	TB6	89	III- grade
41	TB7	89	III- grade

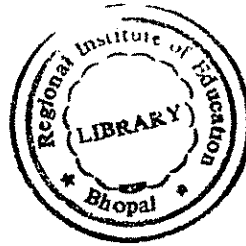


Table - 4.3 shows that all the slow learners identified by teachers using checklist when verified with Intelligence test proved to be slow learners. All the identified students had Intelligence Quotient ranges between 70 to 89 in verbal intelligence test and on non verbal intelligence test all show grade III-and IV.

Thus it is clear from the above table that the checklist which is made by the Investigator is sufficient to identify the slow learners. There is no need to use the intelligence test. Only

on the basis of the characteristics given in the checklist teachers can easily recognize the problems of every slow learners i.e. intellectual, auditory perceptual, language related, social and emotional and behavioural problems and also provide remedial material according to the individual need of the child.

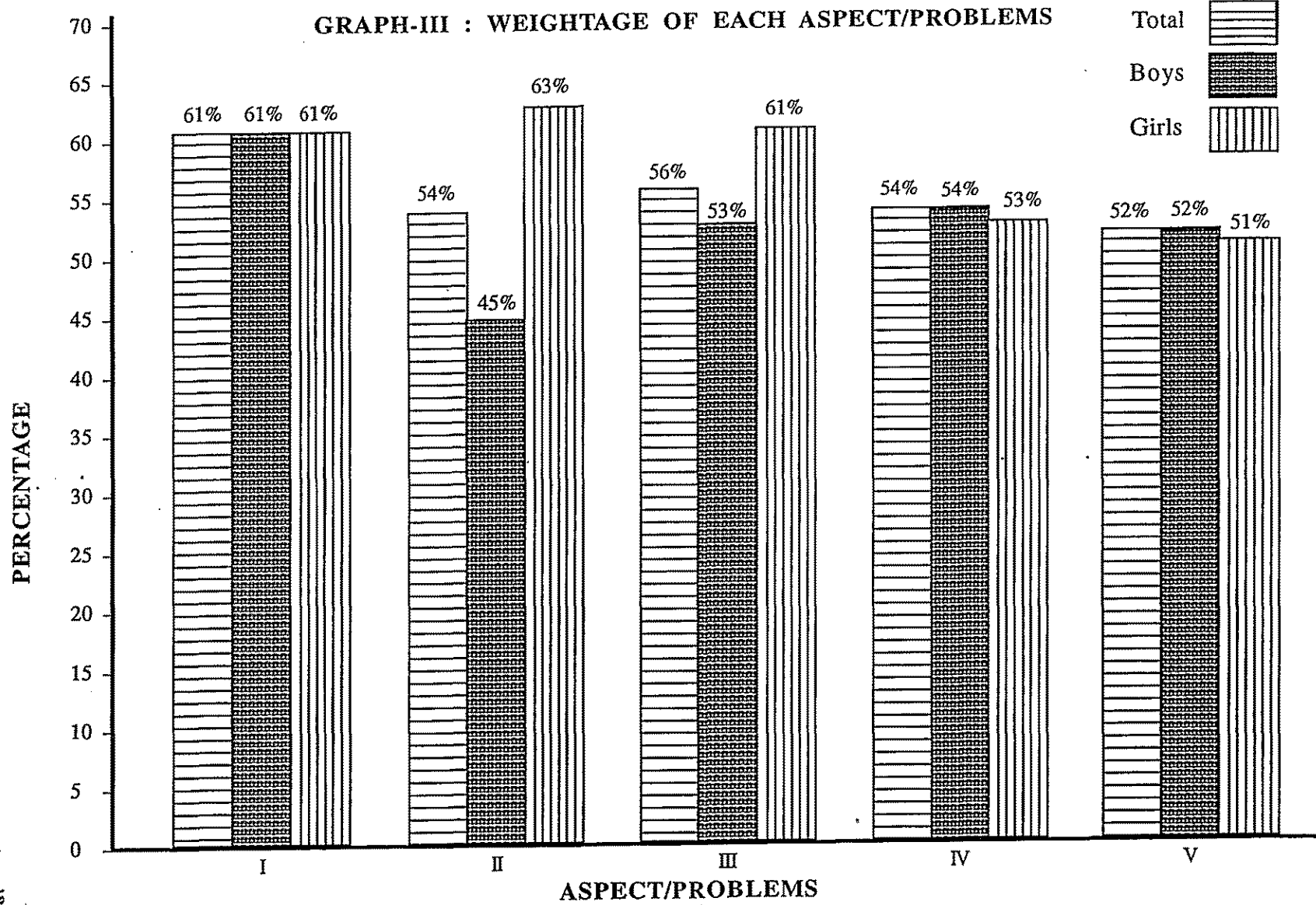
4. To find out the weightage of each aspect/problems in boys and girls

In order to find out the weightage of each aspect/problems, the % of total (36) Characteristics were sub divided into 5 categories i.e. Intellectual, auditory perceptual, language, behavioural and social and emotional. Then Investigator find out the % of each aspect and also compared the % in boys and girls. Table 4.4 shows the weightage of each aspect/problems in both boys and girls.

Table 4.4
Weightage of each aspect in
(Boys and Girls)



Sl. No.	Aspects/Problems	Total Percentage	Boys Percentage	Girls Percentage
1.	Intellectual problems	61%	61%	61%
2.	Auditory perceptual problems	54%	45%	63%
3.	Language related problems	56%	53%	61%
4.	Behavioural problems	54%	54%	53%
5.	Social and Emotional problems	52%	52%	51%



NOTE :- (I) Intellectual problems (II) Auditory Perceptual problems (III) Language related problems ((IV) Behavioural problems (V) Social and Emotional problems



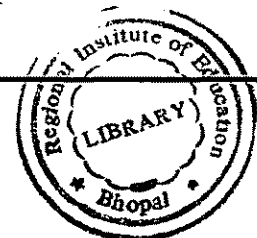
It was clear from the table-4.4 and also depicted from the graph-3 that along with intellectual problems slow learners also show high percentage on other problems i.e. auditory perception, language, social and emotional and behavioural also, which could not be found out only on the basis of Intelligence test. Thus checklist help the teachers to find out the weightage/percentage of other aspects along with intellectual aspect.

Out of 41 slow learners approximately 26 had problems related to Intelligence. i.e. 61% of total slow learners show intellectual problems. The % of boys and girls were also similar i.e. 61%. It means intellectual problems are find in similar ratio in both boys and girls.

Out of 41 slow learners approximately 22 had problems related to auditory perception i.e. 54% of the total slow learners. The % of boys and girls were 45% and 63% respectively. It means problems related to auditory perception are more in girls than boys.

Out of 56% of slow learners show problems related to language i.e. out of 41, 24 had language problems. The % of boys and girls were 53% and 61% respectively. It means girls are having more problem in language like they show more while writing from dictation than boys.

Out of 41 slow learners approximately 22 show behavioural problems. i.e. 54% of total slow learners. The % of boys and girls were nearly same i.e. 54% and 53% respectively. It means behavioural problems are find in same proportion in both boys and girls. Also this is one the most important aspect for the recognition



of slow learners because sometimes the reasons for slow learning in children are not related to intelligence. They become slow learners because of some behavioural problems. If teachers diagnose the reason in the earlier stage of the students than this helps the students for their future life.

Out of 41 slow learners approximately 22 show social and emotional problems i.e. 52%. The % of boys and girls were 52% and 51% respectively. It means both boys and girls show social and emotional problems in similar ratio.

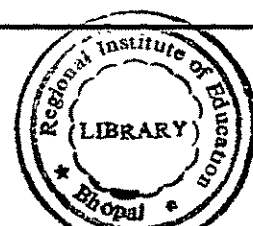
It is clear from the above discussion that in three aspects i.e. intellectual, behavioural and social and emotional boys and girls show similar ratio.

Whereas in auditory perceptual and language related aspects girls show more problem than boys i.e. verbal expression and writing expression of slow learning girls are poorer than slow learning boys.

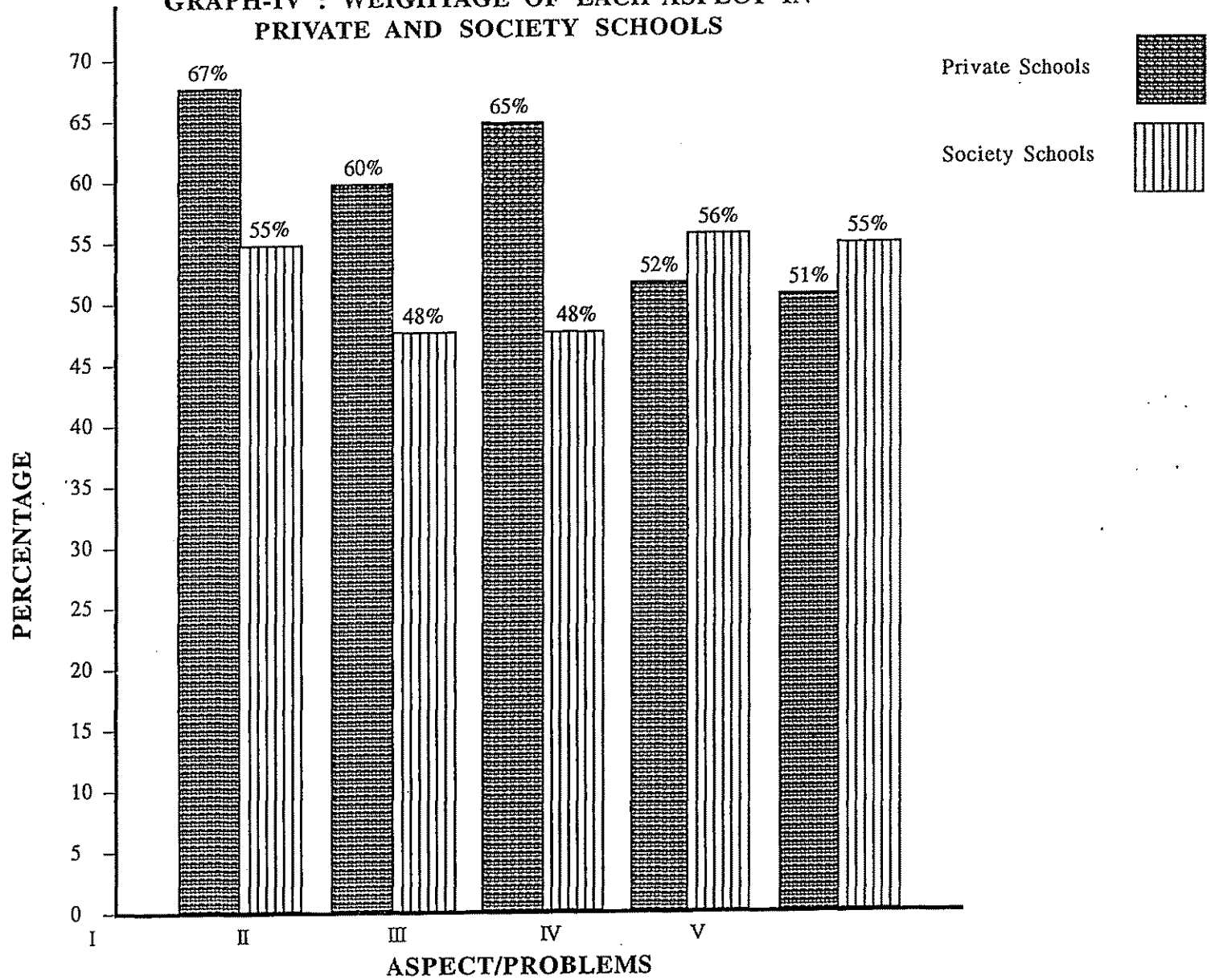
Table 4.5

**The weightage of each aspect in
(Private and Society Schools)**

Sl. No.	Aspect/Problem	Private Schools	Society Schools
1.	Intellectual aspect/problems.	67%	55%
2.	Auditory perceptual problems.	60%	48%
3.	Language related problems.	65%	48%
4.	Behavioural problems.	52%	56%
5.	Social and Emotional problems	51%	55%



GRAPH-IV : WEIGHTAGE OF EACH ASPECT IN PRIVATE AND SOCIETY SCHOOLS



NOTE :- (I) Intellectual problems (II) Auditory Perceptual problems (III) Language related problems (IV) Behavioural problems (V) Social and Emotional problems



It was clear from the table-4.5 and graph-4 that 67% of slow learners of private schools shows Intellectual problems i.e. 13 out of 20 slow learners. Where as 55% of society school slow learners show Intellectual problem i.e. approximately 11 out of 21 slow learners.

It means more number of slow learners of private schools are having problems related to Intelligence 60% slow learners of private schools shows auditory perceptual problems i.e. 12 out of 20 slow learners where as 48% slow learners of society schools show these problems i.e. 10 out of 21 students.

It means high % of slow learners of private schools are having problems related to auditory perception.

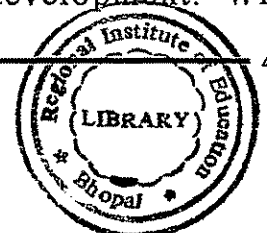
Out of 20 slow learners of private schools approximately 13 shows language related problems there weightage was 65% of total slow learners of private schools. Where as 10 slow learners out of 21 of society schools show language related problems.

It means high % of slow learners of private schools are having problems related to language.

52% slow learners of private schools shows behavioural problem. There number is 11 out of 20 where as 56% of society schools slow learners show behavioural problems i.e out of 21 slow learners 12 shows these problems.

It means approximately same % of slow learners of both schools are having behavioural problems.

51% slow learners of private schools shows social and emotional problems i.e. out of 20 approximately 11 slow learner had problems related to social and emotional development. Where



as 55% slow learners of society schools show these problems i.e. approximately 12 out of 21 slow learners.

It means approximately same % of slow learners of both schools are having social and emotional problems.

4.3 DISCUSSION :

The study observes that low academic aptitude usually regarded as the major cause of slow learning, but it may also be due to emotional blocks, poor study habits, poor reading ability or a cultural background which doesnot encourage academic learning.

Intellectual problems of slow learners can be easily find out by achievement tests, previous records of the students, Intelligence tests etc. but for finding other related problems i.e. behavioural, social & emotional etc. this checklist is very helpful for teachers.

After verification of slow learners with Intelligence test it has been concluded that this checklist is very useful tool for the identification and finding out the major characteristics of slow learners.

It is said that slow learners have shy nature but in the present study this character is average. This may be due to present environment of the school and society. In present study it is shown that slow learners have poor memory. This may be due to lack of attention towards studies. Also there are evidences of avoidance resulting from previous failure and consequent dislike of a subject. Attention may be poor because of mismatched or irrelevant materials.



In present study it is shown that gender difference has also been found in some major characteristics girls showed more fear while reading and writing.

While collecting this data it has been tried to control some of the threats but then also due to lack of time all the threats could not be controlled.

The present study reveals that in every class there are slow learners which should be recognized at the earliest stage and provide remedial material according to their individual needs. So that Slow learners :

- lead the life independently.
- make use of Human Resource Development.
- develop their capacity/potentiality maximum.

And also for the removal of disparity.

