

CHAPTER - V

SUMMARY, CONCLUSION AND SUGGESTIONS



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5.1 SUMMARY

Introduction - This chapter gives necessary information about the research topic. In this section, the procedures, findings and entire development of the study have been reviewed. The important points of the study have been presented for the ease of reading. The conclusion have precisely been stated and related directly to the research questions. Because the implication of the study are supposed to be far reaching, they have been discussed.

Need of the study

The general area of slow learners is a difficult one to circumscribe and describe. In a broad sense the slow learners are those students who are generally unable to cope with the work normally expected of their age group.

Most of the teachers are not knowledgeable to handle the educational needs of the slow learners. Thus this study is an attempt to identify the slow learners and their main characteristics so as to provide proper educational facilities according to their needs.

Thus a check list was developed for the study to identify the slow learners and their characteristics.



Statement of the problem

"A study of Identifying slow learners by using checklist at Elementary stage".

Objectives

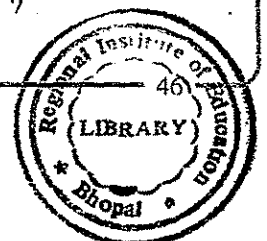
The following were the objectives of the study :-

1. to prepare a checklist for the identification of slow learners,
2. to identify the slow learners by using the checklist,
3. to study the main characteristics of the slow learners as reported by the teachers,
4. to compare the observation made by teachers with intelligence test (both verbal and non-verbal), and
5. to study the weightage of the characteristics of slow learners as reported by the teachers.

Research Questions

The following were the research questions of the study :-

1. What type of characteristics slowlearners are exhibiting in the classroom so that they can be included in the checklist of identification of slow learners ?
2. What specific type of characteristics are being performed by the girls (slow learners) in the classroom ?
3. What specific type of characteristics are being performed by the boys (slowlearners) in the classroom ?



4. What specific type of characteristics are being performed by slow learners of private schools.
5. What specific type of characteristics are being performed by slow learners of society schools?

Sample

As the time was short at the disposal of the experiment purposive samplig method was adopted. It included two private schools and two Society Schools of B.H.E.L. area, Bhopal.

Variables

The study was based on following variables.

(A) Independent Variables

(i) Gender

(ii) Grade

(B) Dependent Variables

Problems/Aspects i.e. intellectual, auditory perception, language related, behavioural and social and emotional problems.



Tools

In the present study following tools were used

(i) Checklist

The aim of this tool is to identify the slow learners and to study the main characteristics. The checklist consists of

51 characteristics divided into 5 aspects/problems
(a) Intellectual problems, (b) Auditory perceptual problems
(c) Language related problems (d) Behavioural problems and
(e) Social and emotional problems.

(ii) **Intelligence tests**

(a) **Shrinivasan's Intelligence test**

This is a standard test consists of 4 subsets
(a) Classification (b) Analogy (c) Assigning artificial
value to arithmetical signs and (d) Reasoning ability.

(b) **Raven's standard progressive Matrices.**

This is a test of apprehend meaningless figures presented
for his observation and to determine the relationship
between them. It has 5 sets of problems A,B,C,D and
E. From this test only grade can find out in which
student belongs.

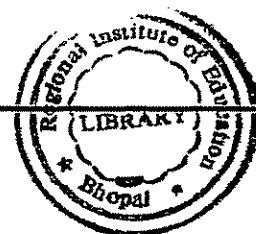
Data Collection and Analysis

The data were collected during the period of 3rd Feb. 2001
to 14th Feb. 2001. For statistical analysis, % of characteristics
were find out and presented in graphical form.

Findings

After analysing and interpretation of data following results
were come out-

1. The prevalence of slow learners is approximately 20% in
present study.



2. The slow learners shows following major characteristics.

Intellectual Problems

- Learn at a slower rate.
- Show less attention in studying.
- Show lack of commonsense and judgement.

Auditory Perceptual Problems

- Fail to understand verbal instruction.
- Usually give inappropriate answer to verbal question.

Language Related Problems

- Have poor and illegible hand writing.
- Tend to avoid teacher questions.

Behavioural Problems

- Have shy nature.
- Lack self confidence.

Social and emotional problems

- Avoid task because of fear of failure.
- Fail to make friends and are not sociable.

5.2 CONCLUSION

From the study it is clear that a large number of students of present population belong to slow learners. They show problems in each aspect i.e. intellectual, language, auditory perception, behavioural and social and emotional. Mostly slow learners show high percentage on intellectual problems. They also show high % on other aspect but less than intellectual aspect.



Thus, it is the duty of teachers to identify such childrens and provide necessary educational requirement according to their needs so as to bring them back in the mainstream.

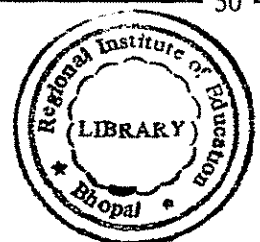
5.3 EDUCATIONAL IMPLICATIONS

The educational implications of the present study are as follows :

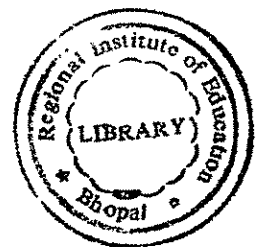
- Checklist developed in the present study has been proved effective in the identification of Slow learners. It is therefore teachers working in primary stage should be provided with Checklist so that they can easily identify Slow learners in their respective Classes.
- Teachers teaching at primary stage must be oriented in the field of education of slow learners.
- Teachers teaching at primary stage must be oriented about the different methods which can be used in the remediation of problems of Slow learners.
- The findings of the present study indicates different characteristics for both gender. Teachers teaching at primary stage must take gender into consideration while handing Slow learners.

5.4 EDUCATIONAL PROVISIONS

- Individual Educational Programme (IEP) should be prepared to teach slow learners.



- Appropriate methods of learning should be used as per the special educational need of the child.
- It is recommended that for the Slow learners a cumulative record of his/her achievement be prepared so that individualized treatment may be ensured.
- The identification of slow learners should be done at the earliest stage because it is said that sooner the high risk Slow learners are recognized the earliest will be the treatment.
- This area is the most neglected area in India, so much care and attention is needed.
- Some provisions should be made for extra remedial work.
- The smaller the size of the classroom, more generous will be teacher-pupil relationship. The class size should be 20.
- Encourage parent to participate in the planning of the activities for their children.
- To enable these children learn better, the teachers should teach them in small group. Their teaching should be based on :
 - Simple to complex.
 - Concrete to abstract.
 - Easy to difficult.
- The regular teacher should be experienced enough to handle Slow learners in the classroom.



5.5 SUGGESTIONS FOR FURTHER RESEARCH STUDIES.

- To develop diagnostic tests for the identification of problems of slow learners.
- To identify problems in the area of cognitive, affective and psychomotor domains of slow learners.
- To find out the prevalence of slow learners in India.
- To develop a remedial programme for the treatment of slow learners.
- To develop instructional strategies for slow learners.
- To develop problem solving strategies for slow learners.
- Using the same design it would be of great interest to replicate the study in other locality.
- A comparative study of characteristics of slow learners, learning disabled and underachievers may be taken up.
- To study slow learners longitudinally.

