

CHAPTER VI

ANALYSIS AND INTERPRETATION OF THE DATA

The analyses of the data were taken up according to the plan given on Page 57. The data collected on CTRS was first treated separately with teachers' ratings and students' ratings. Each behaviour was treated as an item and scored according to the predetermined system of weightage. The total score for each trait for each candidate was added. The traits scores of the two groups - dull backward and normal - were computed.

The data collected from the students and the parents and from the schools and the teachers about the background of the child's family and his life in the school were analysed and studied for their relationship with the two groups.

The difficulties of the students in educational achievements, the difficulties of teachers in handling such students and the causes of their failures according to the parents were studied separately without relating

the character traits as such. This study was directed towards getting an understanding of the problems of education of the dull backward children. In the following pages, the above-mentioned studies are reported in separate sections and at the end an attempt is made to have an integrated look at the observations.

I RATINGS ON CHARACTER TRAITS

(A) CTRS Scores According to the Teachers' Rating :

As regards the scoring, score for each behaviour item was computed according to the scheme suggested in the preceeding chapter (Chapter No.5 page 87). The behaviour items in the CTRS were presented in the mixed order. They had to be systematically grouped under each trait before starting analyses. The following table gives the numbers of items in CTRS related to each trait.

TABLE NO.5 : CLASSIFICATION OF CTRS ITEMS AS RELATED TO THE ELEVEN CHARACTER TRAITS

Traits	Behaviour item Numbers	Total No.of items
1. Talkative (classroom discussions)	7,9,19,21,32	5
2. Talkative(Social Communications)	8,10,20,22,33,42,48	7
3. Unpunctual	23,25,37,45	4

Traits	Behaviour Item Numbers	Total No. of items
4. Truant	5,17	2
5. Bullying	6,18,31,41	4
6. Temper Outbursts	4,16,30,40,47,54	6
7. Tardy	2,14,28,46	4
8. Careless	11,24,36,44,49	5
9. Defiance to Discipline	3,15,29,39,50,51	6
10. Interested in School Activities.	1,13,27,35,52	5
11. Unclean	12,26,34,38,43,53	6
Total		54

The scores on each trait for each child were added. This was considered to be the final score of the candidate for the particular trait. In order to compare the differences in the total score for each trait in the two groups, namely, the dull backward and the normal, both the groups were assumed to have come from the same population and the Median on the total sample of 236(111 dull backward and 125 normal) was calculated. Then the Median Test was applied, and χ^2 was calculated. This procedure was followed

for all the eleven traits. Chi-square significant at 5% level or less than that were noted. The traits having such chi-squares were interpreted as differentiating traits. The following table gives the relevant figures of these calculations. The details of the calculations are given in the Appendix A₁, Page 229.

TABLE NO.6 : CHI-SQUARE FOR THE DIFFERENCES IN THE TRAIT SCORES OF THE DULL BACKWARD AND THE NORMAL GROUPS BASED UPON THE MEDIAN TEST

Traits	Chi-square χ^2	Probability P	Remarks
1. Talkative (Class discussions)	33.16	<0.01	Sig.(Normal) *
2. Talkative(Social Communications)	0.0113	0.90 - 0.95	Insignificant
3. Unpunctual	18.87	<0.01	Sig.(Dull)
4. Truant	42.36	<0.01	Sig.(Dull)
5. Bullying	7.635	<0.01	Sig.(Dull)
6. Temper Outbursts	0.7921	0.30 - 0.50	Insignificant
7. Tardy	8.57	<0.01	Sig.(Dull)
8. Careless	0.00028	>0.95	Insignificant
9. Defiance to Discipline	3.796	0.05 - 0.10	Insignificant
10. Interested in School Activities	5.833	0.01-0.02	Sig.(Dull)
11. Unclean	0.0037	>0.95	Insignificant

(*The group having higher Mean Score is given in the paranthesis).

A glance at the above table leads to the following observations :

1. The dull students tend to be significantly more ^{Bullying} Unpunctual, Truant and Tardy than the normal students. Though the dull backward students tend to avoid school work and do not have cordial relationship with all the students, they are more interested in co-curricular activities (social and cultural activities) than the normal students.
2. On the character trait 'Talkativeness' the dull backward and the normal students show significant difference when the talkativeness is related to the classroom discussions. The dull backward students participate less in such talks and appear silent to the teacher. As regards talkativeness with reference to social communications the two groups do not differ significantly.
3. As regards the general discipline of the school, such as coming in time to the school, putting on school uniform, obeying the teachers, the dull backward boys and the normal boys do not differ significantly. In other words the two groups do not show marked difference in the behaviours manifesting the trait 'Defiance to Discipline.'

However, it must be pointed out that this interpretation of the results of the Median Test is very tentative. The results i.e. χ^2 is not significant at 5% level, but it might be significant at 6% level.

4. The two groups do not show significant difference on two more traits, viz., Careless and being Unclean. In the present study the trait 'Careless' is used in the sense of forgetfulness, which usually is the outcome of disinterest in school work. Such carelessness and Uncleanliness are closely related to the traditions of the school and the culture.

5. In the behaviour manifesting 'Temper Outbursts' the two groups do not show significant difference. The dull backward students as already observed in (1), are slightly more aggressive in their social relationship with the class-mates, but when it comes to the expression of personal emotional frustrations they do not differ from the normal group.

As the purpose of the present inquiry is to study differentiating behaviour of the two groups, it is more appropriate to study the behaviour items on which the two groups differ significantly irrespective of the traits. The two groups were compared for each behaviour item included in the CTRS. Distribution of the students of both the

groups on the four points of the scale, viz., Never, Rarely, Sometimes and Often, was computed. Then for each behaviour item 4 x 2 contingency table was prepared and χ^2 was calculated in each case. The items which showed χ^2 significant at 5 or more per cent level are further studied for the distribution and it is noted whether the particular behaviour occurs at higher level in the dull group or otherwise. This observation is used in building up the differentiating behaviour pattern of the dull backward and normal children. In case of six items where the pattern of distribution of frequencies at various levels of behaviour occurrence could not be easily interpreted, the 4 x 2 contingency table was reduced to 2 x 2 table by adding the frequencies for the occurrence of the behaviour at any level in one category. The details of the contingency tables are given in the Appendix A₃ page 251. The following table gives the relevant χ^2 with reference to each item.

TABLE NO.7 : BEHAVIOUR-ITEMWISE CHI-SQUARE FOR THE DIFFERENCES IN THE DISTRIBUTION OF DULL BACKWARD AND NORMAL STUDENTS BASED UPON CONTINGENCY TABLES

No.	Traits	Behaviour Item No.	Chi-square	P	Remarks
1.	Talkative	7	37.82	<0.01	Sign.
	(Classroom discussions)	9	8.63	0.01- 0.02	Sign.
		19	7.89	0.02- 0.05	Sign.
		21	25.09	< 0.01	Sign.
		32*	13.58	< 0.01	Sign.

(Table No.7)..

No.	Traits	Behaviour Item No.	Chi- square	P	Remarks
2.	Talkative (Social Communications)	8	2.86	0.30-0.50	Insign.
		10	0.83	0.80-0.90	Insign.
		20	46.69	< 0.01	Sign.
		22	13.54	< 0.01	Sign.
		33	1.10	0.70-0.80	Insign.
		42	9.01	0.02-0.05	sign.
		48*	6.03	0.01-0.02	Sign.
3.	Unpunctual	23	9.97	0.01-0.02	Sign.
		25	12.42	< 0.01	Sign.
		37	0.94	0.50-0.70	Insign.
		45	15.92	< 0.01	Sign.
4.	Truant	5	21.54	< 0.01	Sign.
		17	70.50	< 0.01	Sign.
5.	Bullying	6	14.67	< 0.01	Sign.
		18	0.97	0.50-0.70	Insign.
		31*	9.06	< 0.01	Sign.
		41	9.49	< 0.01	Sign.
6.	Temper Outbursts	4*	0.28	0.50-0.70	Insign.
		16	7.53	0.05-0.10	Insign.
		30	15.49	< 0.01	Sign.
		40	2.31	0.30-0.50	Insign.
		47	3.20	0.30-0.50	Insign.
		54	3.56	0.10-0.20	Insign.
7.	Tardy	2	1.03	0.70-0.80	Insign.
		14	10.12	< 0.01	Sign.
		28	16.16	< 0.01	Sign.
		46	15.58	< 0.01	Sign.

..(Table No.7)

No.	Traits	Behaviour Item No.	Chi- square	P	Remarks
8.	Careless	11	1.24	0.50-0.70	Insign.
		24	4.15	0.10-0.20	Insign.
		36	4.79	0.10-0.20	Insign.
		44	1.09	0.70-0.80	Insign.
		49	10.01	<0.01	Sign.
9.	Defiance to Discipline	3	0.53	0.70-0.80	Insign.
		15	1.66	0.50-0.70	Insign.
		29	18.31	<0.01	Sign.
		39	8.03	0.02-0.05	Sign.
		50	0.19	0.90-0.95	Insign.
		51	0.38	0.50-0.70	Insign.
10.	Interested in School Activities	1	9.88	0.01-0.02	Sign.
		13	6.56	0.05-0.10	Insign.
		27	8.63	0.02-0.05	Sign.
		35	17.05	<0.01	Sign.
		52	20.52	<0.01	Sign.
11.	Unclean	12	1.70	0.50-0.70	Insign.
		26	0.197	>0.95	Insign.
		34*	1.09	0.20-0.30	Insign.
		38	0.25	>0.95	Insign.
		43	9.72	0.02-0.05	Sign.
		53*	0.37	0.50-0.70	Insign.

(In items having * mark, 4 x 2 contingency table was reduced to 2 x 2 table)

A careful glance at the above table indicates that in all the traits in this study except one, viz., Truant the two groups - Dull Backward and Normal - do not show significant differentiation on all the behaviour items related to any of the traits. This is quite surprising as the traits were listed on the basis of the description

of the dull or backward children by experienced teachers. A critical study of the number of behaviour items and the variety of items illustrating the various traits may provide some clue to the present observation. Illustrative behaviours in all the traits except 'Truancy' cover in different situations with variety of behaviours. Perhaps this might have led to the lack of differentiation in the traits. However, in most of the traits, more than 50% of the behaviour items show significant difference in the two groups. Only in two traits, namely, 'careless' and 'Defiance to Discipline' the number of differentiating behaviours is small.

On the basis of the significance of χ^2 s and the trend indicated by the distribution in the contingency tables, an attempt is made to write a pen picture of dull backward students differentiating from the normal students.

The dull backward students generally do not tend to ask the teacher or other students their difficulties in the study. They do not tend to answer questions from the study put to them by the teacher or the classmates. They often remain silent in school debates or in a talk in the class related to study. However, they do inquire of the classmates about the matter not related to study and also answer the extra-curricular questions asked by other students.

The dull backward students tend to be unpunctual in bringing assignments or composition note books from home. They also show a tendency to bring the wrong books for the days work. They often come late in the class, for the mass prayer or on the play ground. They also tend to be careless in keeping the books in good condition. Generally, their books are torn or stained.

The dull backward children tend to be more aggressive as compared to the normals. They are quick in picking up quarrels with the younger classmates, and they get their own way by force in games and play.

Moreover, the dull group shows a tendency to run away from the school without seeking permission and reach home at the expected time. Many times they remain absent in the school without the knowledge of their guardians.

(B) Self Rating

The students included in the sample rated themselves on the same CTRS which was used by teachers for rating students. The scheme used in analysing the teachers' ratings was also used in analysing the self ratings. The same statistical procedures were followed. The level of significance was fixed at 5 percent or less than that. The following table gives relevant figures of these calculations.

The details of the calculations are given in the Appendix A₂ page 240.

TABLE NO.8: χ^2 FOR THE DIFFERENCES IN THE TRAIT SCORES ON SELF RATING OF THE DULL BACKWARD AND THE NORMAL GROUPS (MEDIAN TEST).

Traits	χ^2	P	Remarks
1. Talkative (class discussions)	49.08	<0.01	Significant
2. Talkative (Social Communications)	12.42	<0.01	"
3. Unpunctual	9.124	<0.01	"
4. Truant	46.56	<0.01	"
5. Bullying	2.276	.10-.20	Insignificant
6. Temper Outbursts	1.972	.10-.20	"
7. Tardy	35.42	<0.01	Significant
8. Careless	0.6892	.30-.50	Insignificant
9. Defiance to Discipline	12.29	<0.01	Significant
10. Interested in School Activities	0.002163	>.95	Insignificant
11. Unclean	2.33	.10-.20	"

A careful glance at the table leads to the following observations :

1. The dull backward students rate themselves notably higher than the normal on the following traits:

- (a) Talkative (Social Communications)
 - (b) Unpunctual
 - (c) Truant
 - (d) Tardy
 - (e) Defiance to Discipline.
2. The dull backward students rate themselves notably lower than the normal on the trait, 'Talkative' with reference to class discussions.
3. Both the groups rate themselves similarly on the following traits:
- (a) Bullying
 - (b) Temper Outbursts
 - (c) Careless
 - (d) Interested in School Activities
 - (e) Unclean

Teachers' Ratings and Self Ratings

The results obtained from the teachers' ratings and those from the self ratings were critically studied so as to get an idea about how far the differentiating ratings made by the teachers for the dull backward and normal students are similar to the self ratings of the students in the two groups. Besides the comparative look at the χ^2 s the items where the frequency of zero score was considerably high (beyond .50%) the frequency distributions were studied. The χ^2 s and the frequency distributions are

presented in Table Nos. 9 and 11 respectively for comparative study.

TABLE NO.9 : COMPARISON OF RESULTS OBTAINED BY
TEACHERS' RATINGS AND SELF RATING
FOR ELEVEN TRAITS

Traits	<u>Teachers' Rating</u>		<u>Self Rating</u>	
	χ^2	Remarks	χ^2	Remarks
1. Talkative (Class discussions)	33.16	Sig.	49.01	Sig.
2. Talkative (Social Communications)	0.01113	Insig.	12.42	Sig.
3. Unpunctual	18.87	Sig.	9.124	Sig.
4. Truant	42.36	Sig.	46.56	Sig.
5. Bullying	7.635	Sig.	2.276	Insig.
6. Temper Outbursts	0.7921	Insig.	1.972	Insig.
7. Tardy	8.57	Sig.	35.42	Sig.
8. Careless	0.00028	Insig.	0.6892	Insig.
9. Defiance to Discipline	3.796	Insig.	12.29	Sig.
10. Interested in School Activities	5.833	Sig.	0.002163	Insig.
11. Unclean	0.0037	Insig.	2.33	Insig.

TABLE NO.10 : FREQUENCY DISTRIBUTION OF THE TRAIT
SCORES ON 'BULLYING' OBTAINED BY
TEACHERS' RATING AND SELF RATING

Scores	Teachers' Rating		Self Rating	
	Normal (f)	Dull (f)	Normal (f)	Dull (f)
0	41	22	64	45
1	10	11	23	26
2	11	7	17	15
3	10	3	12	14
4	21	12	6	7
5	5	12	2	3
6	5	12	1	0
7	11	15	0	1
8	11	14	0	0
9	0	0	0	0
10	0	3	0	0
11	0	0	0	0
12	0	0	0	0
Total	125	111	125	111

TABLE NO.11: FREQUENCY DISTRIBUTION OF THE TRAIT
SCORES ON 'INTERESTED IN SCHOOL ACTIVITIES'
OBTAINED BY TEACHERS' RATING AND SELF
RATING

Scores	Teachers' Rating		Self Rating	
	Normal (f)	Dull (f)	Normal (f)	Dull (f)
0	0	3	0	0
1	5	5	0	0
2	10	4	0	0
3	11	4	0	9
4	7	8	7	4
5	18	10	6	8
6	17	8	9	9
7	11	16	12	9
8	11	14	15	10
9	8	4	16	10
10	9	19	18	11
11	8	7	13	14
12	7	8	11	9
13	3	0	7	8
14	0	1	6	7
15	0	0	5	3
Total	125	111	125	111

The study of the above tables leads^{to}/the following observations:

1. The teachers noted the following character traits as the differentiating traits between the dull backward and normal students :

- (a) Talkative (classroom discussions)
- (b) Unpunctual
- (c) Truant
- (d) Bullying
- (e) Tardy
- (f) Interested in School Activities

2. The students noted the following traits of differentiating the two groups :

- (a) Talkative (Classroom discussions)
- (b) Talkative (Social Communications)
- (c) Unpunctual
- (d) Truant
- (e) Tardy
- (f) Defiance to Discipline

3. The teachers and the students agree on the traits, Talkative as regards to classroom discussions, Unpunctual, Truant, Temper Outbursts, Tardy, Careless and being Unclean. They disagree on the remaining

four traits, viz., Talkative with reference to social communications, Bullying, Defiance to Discipline and Interested in School Activities.

4. According to the dull backward students, they are significantly more talkative when the talk is not related to study than the normal. But according to the teachers' ratings the two groups do not differ on this trait.
5. Both the groups highly under-rate themselves on the trait 'Bullying.' The teachers rate 20% dull and 32% normal students as not been bullying at all, while 41% dull (more than double) and 51% normal (nearly $1\frac{1}{2}$ times more) students rate themselves as never bullying. The difference in the percentages of the boys never bullying according to the teachers and according to the boys themselves are impressive.
6. On the trait 'Defiance to Discipline' both the groups do not differ significantly according to the teachers' ratings. But self rating indicates that dull backward students are significantly less in defiance to school discipline.
7. According to the teachers' ratings dull backward students are significantly more interested in school activities. However, according to the self rating

the two groups do not differ. This has been brought about by the fact that more normal boys consider themselves as interested in school activities than what the teachers observe.

(C) Parents' Rating

As shown in the foregoing chapter (page 90), the parents' opinions regarding the character traits built up in their sons, were recorded on a record sheet having two-points scale of frequency, viz., Never and Sometimes. The method adopted for analysing the data was simple. The number of fathers or mothers indicating a particular behaviour in their sons was counted. This was treated as the frequency of boys indicating a trait. Thus, the frequencies of boys indicating a trait and not indicating the trait were noted for both the groups and arranged in the form of 2 x 2 contingency table. The chi-squares significant at 5 percent level or less than that were noted. The traits having significant χ^2 s were considered as differentiating traits of the dull backward group. The informations collected from the fathers and the mothers were treated separately.

(i) Fathers' Rating:

The information collected about fathers' opinions regarding the differentiating character traits observed by

them in their sons was treated statistically. The following table gives the relevant figures of these calculations with reference to the fathers' ratings. The details of the calculations are given in the Appendix A₄, Page 274.

TABLE NO.12 : χ^2 s BETWEEN THE FREQUENCIES OF DULL BACKWARD AND NORMAL BOYS SHOWING A TRAIT AND NOT SHOWING IT ACCORDING TO FATHERS.

Traits	χ^2	P	Remarks
1. Talkative (Pertaining to study)	11.429	<0.01	Sign.
2. Talkative (Social Communications)	2.07	.10-.20	Insign.
3. Unpunctual	6.81	<0.01	Sign.
4. Truant	30.37	<0.01	Sign.
5. Bullying	4.533	.02-.05	Sign.
6. Temper Outbursts	1.96	.10-.20	Insign.
7. Tardy	73.87	<0.01	Sign.
8. Careless	3.334	.05-.10	Insign.
9. Defiance to Discipline	0.368	.50-.70	Insign.
10. Interested in Home Activities	10.19	<0.01	Sign.
11. Unclean	0.272	.50-.70	Insign.

A careful look at the above table indicates that the fathers of the two groups differentiate the dull backward and normal students on the following traits :

- (a) Talkative (Pertaining to study)
- (b) Unpunctual
- (c) Truant
- (d) Bullying
- (e) Tardy
- (f) Interested in Home Activities.

To get some insight into the behaviour of the dull backward students at home, the frequencies of boys indicating a trait and not indicating it were studied critically. This was done by referring to the entries in the cells of the contingency tables prepared for χ^2 s. Only those traits for which the distributions are impressive and worth noticing are included in the table below.

TABLE NO.13: FREQUENCIES OF DULL BACKWARD AND NORMAL BOYS INDICATING A TRAIT AND NOT INDICATING IT ACCORDING TO FATHERS

Traits	How often Observed			
	Never		Sometimes	
	Dull	Normal	Dull	Normal
1.Talkative(Pertaining to study)	101 (80.99%)	92 (73.6%)	10 (9.01%)	33 (26.4%)
2.Talkative(Social Communications)	2 (1.8%)	6 (4.8%)	109 (98.2%)	119 (95.2%)
3.Truant	62 (55.86%)	111 (88.8%)	49 (44.14%)	14 (11.2%)
4.Bullying	75 (67.57%)	67 (53.6%)	36 (32.43%)	58 (46.4%)
5.Tardy	10 (9.01%)	80 (64.0%)	101 (90.99%)	45 (36.0%)

A critical look at the above mentioned table leads to the following observations:

1. 90% of the fathers of the dull backward students very evidently pointed out that their sons are slow in work. Only 36% of the fathers of the normal students observe their sons tardy. These observations make the dull backward students significantly more tardy than the normal.
2. More than 70% of the students of both the groups never talk about their progress in studies or their difficulties pertaining to study with their fathers. But those who talk about their studies and difficulties, the dull backward students are reported significantly less talkative than the normal. If the talk is about social communications e.g. social activities in the village, kiths and kins, friends, father's occupation etc., except 2%(nearly) of the dull backward students participate in the talk to the same extent as the normal.
3. More than 50% of the students in both the groups never play truant, but amongst those who do so, the dull backward students tend to be significantly more.
4. According to fathers' opinions, the dull backward students are significantly more interested in Home Activities such as, to go to fields, to feed and look

after cattles etc., to take younger brothers and sisters to play and any help demanded by the father of the mother, especially on holidays. On school working days, they tend to loiter. If they are asked to read or solve the difficulties of the youngsters, they generally avoid this and often run away from home. This is in line with the observation (3). Even the home activities in which they are interested are such which give them an opportunity to be out of the home.

5. More than 50% of the students in the two groups are not noted as bullying; but amongst those who are noted to be so, the dull backward students are significantly more than the normal ones. The dull students are more often mentioned as picking up quarrels with their younger brothers and sisters. They get their own way by force in many matters. If they do not get anything they desire, they tend to threaten their friends or youngsters.

(2) Mothers' Rating

The information collected about mothers' opinions regarding the differentiating traits observed by them in their sons, was treated in the same way as in the case of fathers. The following table gives the relevant figures

of the calculations with reference to the mothers' rating. The details of the calculations are given in the Appendix A₅ page 278.

TABLE NO.14 : χ^2 s BETWEEN THE FREQUENCIES OF DULL BACKWARD AND NORMAL BOYS SHOWING A TRAIT AND NOT SHOWING IT ACCORDING TO MOTHERS

Traits	χ^2	P	Remarks
1. Talkative (Pertaining to Study)	0.60	.30-.50	Insign.
2. Talkative (Social Communications)	8.187	<0.01	Sign.
3. Unpunctual	4.657	.02-.05	Sign.
4. Truant	64.64	<0.01	Sign.
5. Bullying	0.344	.50-.70	Insign.
6. Temper Outbursts	11.49	<0.01	Sign.
7. Tardy	60.00	<0.01	Sign.
8. Careless	13.33	<0.01	Sign.
9. Defiance to Discipline	27.56	<0.01	Sign.
10. Interested in Home Activities.	0.173	.50-.70	Insign.
11. Unclean	3.32	.50-.10	Insign.

A mere glance at the table explicitly indicates that the mothers of the two groups significantly differentiate the students - dull backward and normal - on majority of the traits. The traits reported as differentiating are as follows:

- (a) Talkative (Social Communications)
- (b) Unpunctual
- (c) Truant
- (d) Temper Outbursts
- (e) Tardy
- (f) Careless
- (g) Defiance to Discipline

The four traits which are not mentioned differentiating by the mothers are :

- (a) Talkative (Pertaining to study)
- (b) Bullying
- (c) Interested in Home Activities
- (d) Unclean

The number of significantly differentiating traits on mothers' ratings are more than the differentiating traits indicated by the teachers, the students themselves and the fathers.

To have a clear picture of mothers' opinions about the differentiating traits observed in their sons, the frequency of boys indicating a trait and not indicating it were studied critically. This was done by referring to the entries in the cells of the contingency tables prepared for calculating χ^2 s. Only those traits whose distributions are worth noticing are included in the table below.

TABLE NO.15: FREQUENCIES OF DULL BACKWARD AND NORMAL BOYS
INDICATING A TRAIT AND NOT INDICATING IT
ACCORDING TO MOTHERS

TRAITS	How often observed			
	Never		Sometimes	
	Dull	Normal	Dull	Normal
1. Talkative (Pertaining to Study)	109 (98.2%)	120(96%)	2(1.8%)	5(4%)
2. Talkative (Pertaining to Social Communications).	1 (.9%)	12(9.6%)	110(99.1%)	113(90.4%)
3. Unpunctual	19 (17.12%)	36(28.8%)	92(82.88%)	89(71.2%)
4. Truant	55 (49.55%)	120(96%)	56(50.45%)	5(4%)

The critical study of this table leads to the following observations :

1. Less than 5% students in the two groups talk with their mothers, pertaining to their study. In this respect, no significant difference was reported by mothers of both the groups. But if the talk is related to social communications, more than 90% mothers of the two groups reported that their sons do talk. According to the mothers of the dull backward students, they are significantly more talkative than the normal.
2. More than 70% of the students in the two groups tend to be unpunctual. But the dull backward are significantly more unpunctual than the normal.
3. Mothers reported that about 50% of the students never play truant, but amongst those who do so, the dull

backward group tends to play truant significantly.

COMPOSITE PICTURE OF A DULL BACKWARD CHILD
BASED ON RATINGS

The results of the critical study of the character traits of the dull backward students as observed by the teachers, the fathers, the mothers and the students themselves, may be summarised in the tabular form as given below:

TABLE NO.16: RESULTS OF THE RATINGS ON ALL THE ELEVEN TRAITS BY THE TEACHERS, THE FATHERS, THE MOTHERS AND THE STUDENTS THEMSELVES

TRAITS	<u>Significant Results</u>					<u>Insignificant Results</u>				
	:TR*:	FR :	MR :	SR :	:	: TR :	FR :	MR :	SR :	:
1.Talkative (Pertaining to study)	: : ✓ : :	: : ✓ : :	: : :	: : ✓ : :	:	: : :	: : :	: : ✓ : :	: : :	:
2.Talkative (Social Commu- nications)	: : :	: : :	: : ✓ : :	: : ✓ : :	:	: : ✓ : :	: : ✓ : :	: : :	: : :	:
3.Unpunctual	: ✓ :	: ✓ :	: ✓ :	: ✓ :	:	: : :	: : :	: : :	: : :	:
4.Truant	: ✓ :	: ✓ :	: ✓ :	: ✓ :	:	: : :	: : :	: : :	: : :	:
5.Bullying	: ✓ :	: ✓ :	: : :	: : :	:	: : :	: : :	: : ✓ : :	: : ✓ : :	:
6.Temper Outbursts:	: : :	: : :	: : ✓ : :	: : :	:	: : ✓ : :	: : ✓ : :	: : :	: : ✓ : :	:
7.Tardy	: ✓ :	: ✓ :	: ✓ :	: ✓ :	:	: : :	: : :	: : :	: : :	:
8.Careless	: : :	: : :	: : ✓ : :	: : :	:	: : ✓ : :	: : ✓ : :	: : :	: : ✓ : :	:
9.Defiance to Discipline	: : :	: : :	: : ✓ : :	: : ✓ : :	:	: : ✓ : :	: : ✓ : :	: : :	: : :	:

(... continued)

(Table No.16)

TRAITS	Significant Results				Insignificant Results			
	: TR*:	FR :	MR :	SR :	: TR:	FR :	MR :	SR :
10. Interested in School/ Home Activities	✓ :	✓ :	:	:	:	:	✓ :	✓ :
11. Unclean	:	:	:	:	✓ :	✓ :	✓ :	✓ :

* TR : Teachers' Rating

FR : Fathers' Rating

MR : Mothers' Rating

SR : Self Rating

A glance at the table study shows that on three traits all the four observers have made similar observations. These three character traits can be called the differentiating character traits observed more frequently in dull backward students included in the present programme. These three character traits are :

1. Tardy
2. Truant, and
3. Unpunctual

So, as far as the present inquiry is concerned, it can be concluded with confidence that the dull backward students tend to be significantly more Tardy, Truant and Unpunctual than the normal students.

On the character trait 'Talkative' as related to study, three observers, namely, the teachers, the fathers and the students themselves have made the similar observations, The mothers' observations differ. Considering the illiteracy of rural mothers which can be resulted into disinterest towards their sons' schooling or education, their observations may be given little practical value so far as this particular trait is concerned. So, this trait 'Talkative' with reference to study may be safely included as the differentiating trait in the list of the three above mentioned character traits.

On the following four traits, only two observers have made similar observations:

1. Talkative(Social Communications)
2. Bullying
3. Defiance to Discipline
4. Interested in School/Home Activities

When only 2 observers out of 4, have reported similar observations, it may be doubtful to call these 4 character traits as differentiating character traits.

A look at the above table clearly shows that on all the eleven character traits, the teachers and the fathers have made quite similar observations, while on a good majority of traits(on 8 out of 11), the mothers and the students have made quite similar observations. The reasons for this

may be explained as follows:

Though not very often, there are some chances to meet the fathers and the teachers especially on the occasions like 15th August, 26th January, Parents' day, when the parents are given special invitation. Again, to avoid malpractices adopted by the students and blame from the parents at the end of the year, many schools in rural area have adopted the policy of inviting parents to the school to sign on the progress card of the students in the presence of the teacher, at least twice or thrice in a year. Here are the occasions when the teachers and the fathers may have a talk about the students' behaviour.

It is very difficult to reason out for the similar observations done by the mothers and the students. But one thing may be cited in support of the above results that in rural area the students in general and the dull backward students in particular may be more dependent upon their mothers rather than their fathers. This may result into much clear understanding between the mothers and the students.

II BACKGROUND FACTORS

The data were collected about the background of the students' family and his life at home and in the school so as to know some differentiating background factors where

the two groups - dull backward and normal - differ significantly. The data collected from the students, the parents, the teachers and the school records are classified into the following areas for analyses :

- A. Home and Family
- B. Personal Information and Life
- C. Life at School

Under these major sections, the minor items are grouped and analysed. In studying those items, it was felt difficult to use one type of statistical analysis. Therefore, the items are analysed in the manner suited to the type of information. In analysing, the main objective was to know whether the dull backward children differ significantly from the normal if any of the background factors. The analyses and observations related to the above said three areas are given in three sections on the following pages.

A. HOME AND FAMILY

1. HOME

Home is studied under two aspects :

- (a) Residential conditions
- (b) Locality of Residence

(a) Residential Conditions :

Residential conditions cover three important aspects in the present study, viz., Types of the House, Ventilation and Comforts and Conveniences in the house.

(4) Type of the House :

The type of the house is considered on the basis of two dimensions, namely, ownership and the style of the House - modern and old. In the present programme the modern style of the house is discriminated from the old one according to the following criteria. A house may be called having modern style if it is built of cement-concrete, contains a terrace or roofs covered with new type of tiles, for example, Manglore Tiles. A house may be called having old style if it is built of clay or bamboos, has no terrace have or/roofs covered with old type of tiles. Thus, while discriminating the style only the structure of the house is taken into account. The data obtained regarding the types of house may be represented as follows :

=====

<u>Ownership</u>				<u>Style</u>			
	<u>Self-owned</u>	<u>Rented</u>	<u>Total</u>		<u>Modern</u>	<u>Oldtype</u>	<u>Total</u>
Normal	108 (106)	17 (19)	125	Normal	11 (9)	114 (116)	125
Dull	93 (45)	18 (16)	111	Dull	6 (8)	105 (103)	111
Total	201	35	236	Total	17	219	236
$\chi^2 = 0.54$ and $df = 1$				$\chi^2 = 1.01$ and $df = 1$			
∴ P lies between 0.30 and 0.50				∴ P lies between 0.30 and 0.50			
∴ χ^2 is not significant				∴ χ^2 is not significant			

=====

Chi-squares are not significant in both cases. This may indicate that the dull backward students do not differ significantly from the normal students with respect to the type of houses they live in.

(ii) Ventilation :

The next point studied under 'Residential Conditions' relates to Ventilation. Ventilation is classified into three categories - good, moderate and poor. In classifying, the following criteria were used in the present inquiry. A house is termed as well ventilated if each room in the house contains at least one door and one window. If 50 percent or more of the rooms fulfil the above condition, the house is termed as moderately ventilated. The others may be called poorly ventilated. In this regards the following data were obtained.

=====

Ventilation				
	Good	Moderate	Poor	Total
Normal	34 (30)	71 (71)	20 (24)	125
Dull	22 (26)	63 (63)	26 (22)	111
Total	56	134	46	236

$\chi^2 = 2.54$ and $df = 2$

∴ P lies between 0.20 and 0.30

∴ χ^2 is not significant.

=====

As the chi-square is not significant, it may be said that the dull backward students do not differ significantly from the normal so far as ventilation of the houses they come from is taken into account.

(iii) Comforts and Conveniences :

One more type of information was used in making the picture of residential conditions clear. It refers to the comforts and conveniences in the house. This aspect is divided into three categories, viz., good, moderate and poor. The description regarding each category is given in the form (Case Record Form - Part I, See Appendix C, page 304) through which the data were collected. The following data were obtained.

=====

Comforts and Conveniences				
	Good	Moderate	Poor	Total
Normal	6 (4)	65 (56)	54 (65)	125
Dull	2 (4)	40 (49)	69 (58)	111
Total	8	105	123	236

$\chi^2 = 8.247$ and $df = 1$
∴ P is less than 0.01
∴ χ^2 is significant

=====

The result may lead to the conclusion that significantly

less number of dull backward students get comforts and conveniences in the house than the normal students.

(b) Locality of Residence :

As shown in the Case Record Form - Part I, the locality of residence is classified into three levels - rich, middle and poor. While preparing the form, it was thought that the locality would be discriminated with some arbitrary criteria. But while collecting data it was found very difficult to discriminate the locality in the rural area where more than 75 per cent of the people are farmers. In the same locality all the three levels are so interwoven that the locality may not be easily discriminated. So, in the present programme, this item is dropped.

SUMMARY

A look at the living conditions of the students indicate that the ownership, structure of the house and ventilation of the house are not the differentiating factors on which the two groups - dull backward and normal - differ significantly. The only differentiating factor is the comforts and conveniences in the home. Significantly less number of dull backward students get comforts and conveniences in the home than the normal students.

2. FAMILY

Under the area 'Family' the following factors are analysed:

- (a) Type of the Family
- (b) Members in the Family
- (c) Economic condition of the Family
- (d) Education of the parents
- (e) Occupation of the Fathers
- (f) Social Influence of the Family
- (g) Illness in the Family

(a) Type of the Family :

To collect information regarding various types of family, it was classified into three types: Joint, Unitary and Mixed. In classifying the families the following criteria are used in the present search. In deciding the criteria, husband and wife are considered as one adult.

A family is classified as Joint, when there are more than one adults having joint property and living under the same roof.

A family is classified as Unitary, when there is only one adult who is the responsible head of the family, having no partner of his property.

A mixed family is one when the property is owned by more than one adults and the residence of the members may not be under the same roof. Thus, the mixed family possesses the characteristics of joint and unitary families.

While analysing the data, three pairs of students are found where a dull backward and a normal student come from the same family. In these three cases the same family is regarded as two separate families, one for each student in the pair. The distribution of students with reference to the various types of the families ^{from} which they come can be represented as follows :

=====

<u>Type of the Family</u>				
	<u>Joint</u>	<u>Unitary</u>	<u>Mixed</u>	<u>Total</u>
Normal	62 (67)	33 (30)	30 (28)	125
Dull	65 (60)	24 (27)	22 (24)	111
Total	127	57	52	236

$\chi^2 = 1.73$ and $df = 2$

∴ P lies between 0.30 and 0.50

∴ χ^2 is not significant

=====

A glance at the table shows that nearly half of the students under study in both the groups come from joint families. The chi-square of 1.73 with $df = 2$ is not significant. So, it may be concluded that with regard to family type, the dull backward students do not differ significantly from the normal ones. Thus, the two groups

cannot be differentiated significantly on the basis of the family, type.

(b) Members in the Family :

The information regarding number of members in the families of the students included in the sample, was collected so as to have an idea about the largeness of their families, space availability per head in the families, and fluctuation in the members of the family.

(i) Size of the Family. - As regards the size of the family the information about the total number of members residing in the family was noted down. Below are presented the data collected and its analyses :

TABLE NO.17 : MEMBERS IN THE FAMILIES OF DULL BACKWARD AND NORMAL STUDENTS

Members	Normal (f)	Dull (f)	Total (f)
3	6	0	6
4	6	5	11
5	35	12	47
6	18	14	32
7	15	16	31
8	14	33	47
9	10	11	21
10	11	11	22
11	6	5	11
12	1	0	1
13	0	4	4
14	1	0	1
15 and above	2	0	2
Total	125	111	236
Common Median = 7.31			

=====

Applying Median Test,

	Normal	Dull	Total
Above Median	45	64	109
Below Median	80	47	127
Total	125	111	236

$$\chi^2_c = 10.24 \text{ and } df = 1$$

∴ P is less than 0.01

∴ χ^2_c is significant

=====

A look at the above table indicates that the common Median of both the groups is 7.31. Therefore, the Median size of the families of the students under study can be regarded as 7.31. On this basis it may be said that a family having more than 7 members is a large one. The Chi-square is significant at 0.01 level. So, it may be stated with confidence that in the present study, significantly more dull backward students have large families than those of the normal.

(ii) Space Availability per Head. - To find out the space availability per head in a family, the total number of members in the family were divided by the total number

of rooms in the home. That is, occupants per room was calculated. The data collected may be represented as below:

=====

	Occupants per room				Total
	One	two	three	More than three	
Normal	27 ₍₂₁₎	44 ₍₄₄₎	38 ₍₃₄₎	16 ₍₂₅₎	125
Dull	13 ₍₁₉₎	40 ₍₄₀₎	27 ₍₃₁₎	31 ₍₂₂₎	111
Total	40	84	65	47	236

$$\chi^2 = 11.52 \text{ and } df = 3$$

∴ P is less than 0.01

∴ χ^2 is significant

=====

The result may lead to the conclusion that significantly more dull backward students have less space availability in the home as compared to that of normal students.

(c) Fluctuation in the Members of the Family.—Essential data was collected with regard to the change in the number of members in the families of dull backward and normal students, taken place during the last five years. Omission of the members from the home was generally due to :

- (a) death
- (b) Uncle's/brother's separation from the family
- (c) Sister's marriage
- (d) Going out student-relative after completing study.

Addition of the members to the home was generally due to :

- (a) birth of a baby
- (b) brother's/uncle's marriage
- (c) coming student-relative for study

The following table shows the relevant figures of the data obtained and its analyses:

TABLE NO.18: CHANGE IN THE NUMBER OF MEMBERS IN THE FAMILIES OF DULL BACKWARD AND NORMAL STUDENTS

Change in the number of members	Normal (f)	Dull (f)	Total (f)
0	21	18	39
1	24	14	38
2	29	18	47
3	41	39	80
4	7	13	20
5	3	8	11
6	0	1	1
<u>Total</u>	<u>125</u>	<u>111</u>	<u>236</u>

Common Median = 2.39

=====

Applying Median Test,

	Normal	Dull	Total
Above Median	51	61	112
Below Median	74	50	124
Total	125	111	236

$$\chi^2_c = 4.174 \text{ and } df = 1$$

∴ P lies between 0.02 and 0.05

∴ χ^2_c is significant at 0.05 level

=====
~~222~~

The result may lead to the conclusion that significantly more families of dull backward students experience greater change in the number of members in the family than those of the normal students.

(c) Economic Condition of the Family :

To have an idea about the economic condition prevailing in the families of the students selected for study, necessary information was gathered. To get a more vivid picture of the economic position of the family, the unit used was monthly income per capita instead of income per annum. The yearly income from all the sources of a family was divided by the total number of members in the family. It was further divided

by 12 to get the monthly income per capita. Below are given relevant figures regarding income and necessary calculations.

TABLE NO.19 : MONTHLY INCOME PER CAPITA IN THE FAMILIES OF STUDENTS IN THE TWO GROUPS

Monthly income per capita in Rupees	Normal (f)	Dull (f)	Total (f)
0 - 4	4	4	8
5 - 9	13	39	52
10 - 14	28	27	55
15 - 19	18	15	33
20 - 24	13	6	19
25 - 29	9	7	16
30 - 34	10	7	17
35 - 39	9	3	12
40 - 44	8	2	10
45 - 49	8	0	8
50 and above	5	1	6
Total	125	111	236

Common Median = 14.955

=====

Applying Median Test :

	Normal	Dull	Total
Above Median	80	41	121
Below Median	45	70	115
Total	125	111	236

$$\chi_c^2 = 16.17 \text{ and } df = 1$$

∴ P is less than 0.01

∴ χ_c^2 is significant

=====

A glance at the table clearly shows that the common median of the two groups is 14.955. So, the Median Income per month per capita of the families of the students selected for study can be regarded as Rs.14.955. On this basis it may be said that a family having less than Rs.15 per month per capita is a poor family. The Chi-square in the above table is significant at 0.01 level. Therefore, it may be concluded that in the present inquiry, significantly more dull backward students have poorer families than those of the normal students.

(d) Education of the Parents :

More emphasis was put in collecting data regarding the education level of the father and the mother of the

student rather than the other members in the family. The level of education of the father and the mother of the dull backward and the normal students is given in the following table :

TABLE NO.20 : FATHERS AND MOTHERS w.r.t. THEIR LEVEL OF EDUCATION

Levels of Education	Fathers		Mothers	
	Normal	Dull	Normal	Dull
1. Illiterate	9	17	25	62
2. Ele.Edu.(Incomplete)	25	81	71	44
3. Ele.Edu.(Complete)	72	12	28	5
4. Sec.Edu.(Incomplete)	15	1	1	-
5. Sec.Edu.(Complete)	2	-	-	-
6. Univ.Edu.(Complete)	2	-	-	-
Total	125	111	125	111

A critical look at the table clearly shows that the proportion of illiterate fathers of the dull backward and the normal group is nearly 2:1 and that of illiterate mothers is nearly 3:1. ?

To know whether the groups really differ on the basis of the education of their parents, Chi-squares were calculated as below.

=====

Fathers

	<u>Levels of Education</u>			<u>Total</u>
	<u>Illiterate</u>	<u>Ele.Edu. Incomplete</u>	<u>Above</u>	
Normal	9 (14)	25 (56)	91 (55)	125
Dull	17 (12)	81 (50)	13 (49)	111
Total	26	106	104	236

$$\chi^2 = 90.27 \text{ and } df = 2$$

∴ P is less than 0.01

∴ χ^2 is significant

Mothers

	<u>Levels of Education</u>			<u>Total</u>
	<u>Illiterate</u>	<u>Ele.Edu. Incomplete</u>	<u>Above</u>	
Normal	25 (46)	71 (61)	29 (81)	125
Dull	62 (41)	44 (54)	5 (16)	111
Total	87	115	34	236

$$\chi^2 = 38.05 \text{ and } df = 2$$

∴ P is less than 0.01

∴ χ^2 is significant

=====

The above results lead to the conclusion that significantly more number of dull backward students have their parents less educated than those of the normal students.

(e) Occupation of the Fathers :

In selecting 'rural area' one of the criteria was regarding the occupation of the people. Accordingly, more than 75 per cent of the people should be engaged in agricultural pursuits. So, while studying about the occupation of the fathers, the children from farmers were ignored. Nearly 65 per cent of the students in both the groups - dull backward and normal - have fathers having farming as their occupation. The remaining students have fathers doing three types of occupation, viz, manual labour, service and business. The following table shows the relevant figures about the information collected in this regard.

TABLE NO.21: STUDENTS w.r.t. THEIR FATHERS' OCCUPATION

Type of Occupation	Normal	Dull	't' ratio [*]	Remarks
1. Farming	84(67.20%)	71(63.97%)	0.52	Not Sig.
2. Manual Labour	6(4.80%)	30(27.03%)	4.80	Signi.
3. Service	30(24.0%)	7(6.31%)	3.97	Signi.
4. Business	5(4.0%)	3(2.76%)	0.56	Not Sig.

(* For detailed analyses, see Appendix B₂, Page 291).

A glance at the table clearly indicates that

1. Ignoring students from farmers, in the remaining groups of dull backward students, $3/4$ of them have their fathers working as manual workers.
2. Ignoring students from farmers, in the remaining group of normal students, nearly $3/4$ of them have their fathers doing service.
3. In both the groups, a very few students have fathers doing business.

When t ratio was calculated in each case, it was found significant in the case of 'manual labour' and 'service' as shown in the table. So, it may be said with confidence that, ignoring students from farmers, significantly more number of dull backward students have fathers doing manual labour and significantly less number of dull backward students have fathers doing service.

(f) Social Influence of the Family :

Influence of a family on the society or on the village depends upon many factors. There was an Age in India when the Brahmins were given social prestige because of their वर्ण (Varna, caste) and कर्म (Karmas, activities). After the downfall of Brahminism, they were given social prestige

only because they were Brahmins. On the contrary the Shudras (Untouchables, down-trodden) were socially neglected. Thus, the caste had a great role in the matter of social prestige or social influence. But, to-day, the picture is changing fast, especially due to the movements against untouchability. The Government of India makes continuous possible efforts for the upliftment of the backward communities. The Government of India has already taken a decision to abolish the word 'backward' at all, as related to the caste. In nutshell, today the social prestige of a family mainly depends upon the parents' (or adults') participation in the social and public activities of the village. There are other minor factors too, such as, father's occupation, his education, economic condition of a family etc. which play a role, directly or indirectly, in social prestige.

To get an idea about the position regarding social influence of the families of the students under study, necessary details were collected. The data collected are analysed in two sections :

- (i) Parents' Interest in Social and Public activities.
- (ii) Hold of the Family on the village - in the past and to-day.

(i) Parents' Interest in the Activities.- As regards social activities, following points were included :

- (i) Activities maintaining social structure.
- (ii) Activities related to comforts directed towards the well being of the society.
- (iii) Helping a person - Administrative comforts.

Following points were included in public activities:

- (i) Activities related to public works.
- (ii) To attend ceremonial occasions - entertainment type or to attend the visitors.
- (iii) Contesting elections for leadership.

First, the data regarding father's activities are treated. The following table gives relevant figures, regarding the fathers' interest in activities.

TABLE NO.22 : FATHERS OF THE TWO GROUPS WITH REFERENCE TO SOCIAL AND PUBLIC ACTIVITIES

Activities	Normal Group	Dull Group	T ratio *	Remarks
1. Social	52(41.60%)	65(58.56%)	2.66	Significant
2. Public	27(21.60%)	12(10.81%)	2.29	Sig.
3. Social and Public	12(9.60%)	7(6.31%)	0.94	Not Sig.
4. Nil	34(27.20%)	27(24.32%)	0.51	Not Sig.
Total	125	111		

(* For detailed analyses, please see Appendix B₂, page 293).

A look at the table indicates that significantly more number of fathers of the dull backward group take more interest in social activities and significantly less interest in public activities.

In the case of Mothers' interest in activities in the village, the following data was obtained.

TABLE NO.23 : MOTHERS OF THE TWO GROUPS WITH REFERENCE TO SOCIAL AND PUBLIC ACTIVITIES

Activities	Normal group	Dull group	't'ratio	Remarks
1.Social	92(73.60%)	85(76.58%)	0.53	Not Sig.
2.Public	-	-	-	
3.Social + Public	-	-	-	
4.Nil	32(26.40%)	26(23.42%)	0.53	Not Sig.
Total	125	111		

(* For detailed analyses, please see Appendix B₂,page 294)

A simple glance at the table clearly shows that nearly 75 per cent of the mothers in the two groups take interest only in social activities. It may be said that there is no significant difference in the number of mothers in both the groups with respect to the interest in social activities. So far as public activities are

concerned nil report was obtained from both the groups.

(b) Hold of the Family on the Village.- Hold of the family on the village was treated into three levels, viz., in all village activities, one or two activities and none of the activities. The two dimensions were set: Today's position regarding the hold and the position in the past. The phrase 'in the past' means 'in the time of students' grandfather.' Information regarding hold of the families of the two groups in the past is treated first. It is as follows :

=====

	Hold on Activities			Total
	None	One or two	all	
Normal	109 ₍₁₁₁₎	10 ₍₈₎	6 ₍₆₎	125
Dull	101 ₍₉₉₎	5 ₍₇₎	5 ₍₅₎	111
Total	210	15	11	236

$$\chi^2 = 1.147 \text{ and } df = 2$$

∴ P lies between 0.50 and 0.70

∴ χ^2 is not significant

=====

As chi-square is not significant, it may be stated that the families of dull backward and normal students

do not differ significantly with reference to the field of the family on the village in the past.

Information regarding hold of the families of the two groups at present is represented as below :

=====

Hold on Activities

	None	One or two	all	Total
Normal	86 (94)	27 (22)	12 (9)	125
Dull	92 (84)	14 (19)	5 (8)	111
Total	178	41	17	236

$$\chi^2 = 6.02 \text{ and } df = 2$$

∴ P lies between 0.02 and 0.05

∴ χ^2 is significant at 0.05 level

=====

The result may lead to indicate that significantly less number of families of the dull backward group have more hold on the village activities than those of the normal group.

(g) Illness in the Family :

Each student included in the sample was asked to report any illness he observed in his family during the last two years. The nature of the illness was also noted down.

41 dull backward students (i.e. 36.94%) and 76 normal students (i.e. 60.8%) stated no illness in their families. The

information regarding the nature of the illness in the families of the remaining students in the two groups may be represented as shown in the following table.

TABLE NO.24 : NATURE OF ILLNESS IN THE FAMILIES OF DULL BACKWARD AND NORMAL STUDENTS

Nature of Illness	Normal	Dull	't'ratio*	Remarks
1. Chronic	37(29.6%)	58(52.25%)	3.62	Sig.
2. Acute	12(9.6%)	12(10.81%)	0.27	Insig.

(*For detailed analyses, please see Appendix B₂, page 294)

The results show that significantly more families of the dull backward students suffer from chronic illness.

* * * * *

SUMMARY

The observations regarding family may be summarised as follows:

1. Joint family is the common pattern of the type of family from which the dull backward and the normal students come. Hence, on the basis of the type of the family, two groups cannot be significantly differentiated.
2. Significantly more dull backward students have larger families, less space availability and poorer families than those of the normal students.
3. Significantly more number of dull backward students have their fathers less educated and doing manual labour, if not farming, than those of the normal.

4. Significantly more number of fathers of the dull backward group tend to take more interest in social activities and less in public activities, than those of normal.
5. With reference to interest in social activities, the mothers of both the groups do not differ markedly. They tend to take no interest in public activities in the village.
6. The families of the dull backward group tend to loose their hold significantly on the village.
7. Significantly more families of the dull backward students suffer from chronic illness.

* * * * *

Having finished the analyses of the information regarding 'Home and Family' further attempt has been made to analyse the information regarding personal data.

B. PERSONAL INFORMATION AND LIFE

The data collected regarding 'Personal Information and Life' are classified into the following three sections for analyses:

1. Health and Physical Defects
2. Routine Life
3. Interests and Hobbies.

Under these major sections, the minor items are grouped and analysed.

A look at the Case Record Form - Part I will indicate an exhaustive plan of collecting information about the total life at home of the students. While collecting the data, it was experienced that on certain points either the students could not supply adequate information or the investigator was not in a position to collect the information satisfactorily. e.g. information about their status in the family and neighbourhood, time and money they spent after interests and

hobbies etc. On certain points only few students gave some information. It was felt rather unfruitful to make use of such information for further study e.g. information about the operations they have undergone. There were certain items which were not observed even for one child. The form was made theoretically. While collecting the data it was felt that such type of information should not be included in the study e.g. Lefthandedness.

To sum up, the discussion of these types of information, viz., inadequate, apparently insignificant, and not reported at all, was omitted from the analyses.

In studying most of the information it was felt difficult to use only one type of statistical analyses. Therefore, the items are analysed in the manner suited to the type of information. The analyses and observations related to the abovesaid three sections are given on the following pages.

1. Health and Physical Defects :

As regards 'Health and Physical Defects' of the students included in the study, information of the following items have been analysed.

- (a) Height and Weight
- (b) Headache (Constant and while reading)
- (c) Vision Defects
- (d) Malnutrition

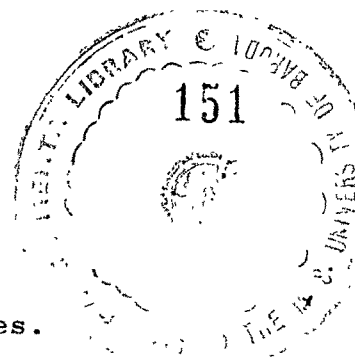
(a) Height and Weight. - The information regarding Height and Weight measurements were obtained from the School Medical Forms (1964-65). In the School Medical Forms, wherever the height and the weight measurements were noted in inches and pounds respectively, they were converted into centimeters and kilograms.

In the present study, the height and the weight of a student are not looked upon as two different aspects of body measurement. They are treated as one aspect of 'Health.' Height and weight taken together indicate the healthy growth of a child. It was felt if the relationship between height and weight of the two groups differs significantly, one may be in a position to interpret the health of the group in terms of height-weight relationship.

The coefficient of correlation between the heights and the weights of students in each group was calculated by Product-moment Method. For the dull backward group it was found to be 0.8223 and that for the normal group 0.8960. To know whether these two coefficients of correlation differ significantly, they were converted into Fisher's Zs by using Table No. C* Page 448. Then the following formula¹ was applied:-

* Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1960), p. 448

¹ Ibid., p. 241.



$$\sigma_{Z_1 - Z_2} = \sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}}$$

Where N_1 and N_2 are the sizes of the two samples.

Calculations :

For dull backward group, $r = 0.8223$ --- $Z = 1.16$

For Normal group, $r = 0.8960$ --- $Z = 1.47$

$$\begin{aligned}\sigma_{Z_1 - Z_2} &= \sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}} \\ &= \sqrt{\frac{1}{108} + \frac{1}{122}} \\ &= 0.135\end{aligned}$$

$$\begin{aligned}CR &= \frac{1.47 - 1.16}{0.135} \\ &= 2.22\end{aligned}$$

∴ CR is significant at 0.05 level

The details of the calculations and analyses are given in the Appendix B₃, page 298.

Assuming the coefficient of correlation between height and weight in normal conditions tend to be 1, the lesser coefficient of correlation may be interpreted as some disparity between height and weight relationship. Such disparity may be related to a number of facts, for example, the heterogeneity of the group as regards the maturity level etc., Hence, the difference in the two groups is noted tentatively.

(b) Headache.-- The next point studied under 'Health' which could be analysed between two groups relates to the suffering from headache.

Not a single normal student reported suffering from headache, while 32 dull backward students (i.e. 28.8%) reported headache. Out of these, 14 students (43.75%) were suffering from constant headache while the remaining 18 students (i.e. 56.25%) reported headache while reading only.

The figures above clearly indicate that in the group of the dull backward boys there are many who get headache while reading. This may be an indication of more incidence of weak eye sight in this group. The constant headache which may be the symptom of variety of ailments, is also more common in this group. This gives support to the observation that health and freedom from illness might be a differentiating factor in the two groups.

(c) Vision Defects.-- Another type of information from Medical Examination Forms was used in making the picture of health difference in the two groups clear. It refers to the vision defects in the boys. Vision defects directly affect the reading skill and indirectly affect the general health of the students.

9 dull backward students (i.e. 8.1%) and 14 normal students (i.e. 11.2%) have weak vision. The difference is

not significant as $t = 0.809$ * Out of 9 dull backward students, only 4 students (i.e. 44.4%) have got spectacles, 5 students have not. 18 students who reported headache while reading only, include these 5 students whose eyesight is weak but have no spectacles. 4 students who have got spectacles have not reported headache - constant or while reading only. All the 14 normal students having weak vision, have got spectacles. So it may be concluded that weak eyesight, if not treated well, may produce headache while reading.

(d) Malnutrition.- One more type of information from Medical Examination Forms was used in making the picture of health difference in the two groups distinct. It is related to the nutritive needs of the boys of the two groups. In the Medical Examination Form there is a column in which the doctor has advised to take more nutritive diet. The incidence of such boys in the two groups was counted.

52 dull backward students (i.e. 46.8%) and 28 normal students (i.e. 22.4%) were found having lack of nutritive diet. The figures explicitly indicate that nearly half of the students in the dull backward group are not properly nourished. The difference between the two percentages, viz., 46.8% and 22.4% is significant at 0.01 level as $t = 4.05$.@ Again the result supports the thinking done in the prior

* Please see Page No.295

@ Please see Page No.296

paragraphs. All the 14 students who have found suffering from chronic headache lack nutritive diet. So it may be said that the dull backward students who lack nutritive diet tend to suffer chronic headache.

SUMMARY

A glance at the observations regarding height-weight, headache, vision defects and lack of nutritive diet clearly shows that the dull backward students tend to be less healthy than the normal boys.

2. Routine Life :

In the interview of the students, it was not possible to get complete picture of their routine life. The information collected is confined to few aspects related to the time factor only of their routine life at home. These are :

- (a) Time to go to bed and to get up
- (b) Time spent after study at home
- (c) Time spent with companions
- (d) Time spent in helping father

The analyses and observations related to the above aspects are given on the following pages.

(a) Time to go to bed and to get up. - In a village community, a good number of people tend to follow the age-old maxim, 'Early to bed and early to rise; makes men healthy, wealthy and wise.' The habit of closing the day

and opening the day is one of the important factors in building up the right type of 'study-habits.' In this connection the students included in the sample were asked to state their usual time to go to bed and to get up without considering the time on special occasions. The data obtained and its analyses are shown below :

=====

Time to go to bed				
	Before 9.30 p.m.	From 9.30 to 10.30 p.m.	After 10.30 p.m.	Total
Normal	18 (17)	21 (24)	86 (84)	125
Dull	15 (16)	24 (21)	72 (74)	111
Total	33	45	158	236

$$\chi^2 = 1.01 \text{ and } df = 2$$

∴ P lies between 0.50 and 0.70

∴ χ^2 is not significant

Time to get up				
	Before 5.30 a.m.	From 5.30 to 6.30 a.m.	After 6.30 a.m.	Total
Normal	56 (50)	49 (46)	20(29)	125
Dull	39 (45)	37 (40)	35(26)	111
Total	95	86	55	236

$$\chi^2 = 7.85 \text{ and } df = 2$$

∴ P lies between 0.01 and 0.02

∴ χ^2 is significant at 0.02 level

=====

The results indicate that the two groups do not differ significantly in time to go to bed, but significantly more number of dull backward students tend to get up late in the morning than the normal students.

(b) Time spent after study at home.- The next point studied under 'Routine Life' which could be analysed between two groups refers to the average hours spent after study at home. This information was obtained from their parents. They were asked to state the average ^{hours} spent after study at home by their son, without considering the time on special occasions. Relevant figures of the data collected may be represented as below :

=====

Time spent after study					
	Upto 2 hrs.	2-4 hrs.	4-6 hrs.	More than 6 hrs.	Total
Normal	16 (23)	65(58)	37(39)	7(5)	125
Dull	28 (21)	44(51)	37(35)	2(4)	111
Total	44	109	74	9	236

$\chi^2 = 6.265$ and $df = 2$

$\therefore P$ lies between 0.02 and 0.05

$\therefore \chi^2$ is significant at 0.05 level

=====

Chi-square indicates that the dull backward students tend to spend significantly less time after study at home than the normal students.

(c) Time spent with companions.— Another type of information from the students was obtained to make the picture of their routine life more clear. It is related to the average hours spent with companions. The students were asked to state the average hours spent with their friends on normal school working days, not for study purposes but for playing and talking. The data obtained can be represented as follows :

=====

Time spent with companions				
	Less than 1 hour	1-2 Hours	More than 2 hours	Total
Normal	70 (61)	34(34)	21(30)	125
Dull	45 (54)	31(31)	35(26)	111
Total	115	65	56	236

$$\chi^2 = 8.64 \text{ and } df = 2$$

∴ P lies between 0.01 and 0.02

∴ χ^2 is significant at 0.02 level

=====

The result suggests that the dull backward students tend to spend significantly more time in playing and in idle talks with their friends than the normal ones.

(d) Time spent in helping father.- In rural areas, the students have to help their parents in their work. It was felt that no significant difference might be found in the two groups in helping mother in her domestic work which is very common in rural area. A good deal of time may be required in helping father in his agricultural tasks, such as, bringing grass or hay from the meadows, taking tiffin for his father to the fields, taking cotton to the ginning and pressing society, weighing grains, bringing medicine from the nearby city in the absence of his father etc. The students were asked to denote average hours spent in helping their fathers on normal school working days. Those who help their fathers less than 1/2 hour, were ignored. The following information was obtained in this regard.

=====

	Time spent in helping father		
	$\frac{1}{2} - 1\frac{1}{2}$ hours	$1\frac{1}{2} - 2\frac{1}{2}$ hours	Total
Normal	44 (51)	48 (41)	92
Dull	52 (45)	28 (35)	80
Total	96	76	172

$$\chi^2 = 4.646 \text{ and } df = 1$$

∴ P lies between 0.02 and 0.05

∴ χ^2 is significant at 0.05 level

=====

A critical look at the table clearly shows that nearly 25 per cent of students in both the groups have not to help their fathers or have to help for less than half an hour. The result shows that the dull backward students have to help their fathers for significantly less hours than the normal students.

SUMMARY

The dull backward students tend to get up late in the morning. They tend to spend less time ⁱⁿ after study at home and in helping their fathers, and spend more time in talking and playing with companions.

3. Interests and Hobbies

As in the urban area, in the rural area too there are a good number of chances for cultivating hobbies e.g. watching birds in different seasons, insects preservation, fishing, horse riding, etc. But, whatever may be the reason, when the information regarding hobbies was asked from the students, nil report was obtained.

As regards interest in the various activities, it was thought helpful to give the students a list of various activities and to get it marked. It would avoid irrelevant data. A list of various activities was prepared by the investigator, keeping in view various interests of the rural boys. They were supplied the list and were asked to mark not more than three activities in which they are more interested. The following table shows the relevant

figures about the interesting activities of the students.

TABLE NO.25: INTEREST IN VARIOUS ACTIVITIES

Activities	Dull backward students	Normal students
1. To ride on a bicycle	22	13
2. To visit cinema (or to hear Cinema-records)	85	92
3. To play cricket	48	53
4. To play outdoor games (Other than cricket)	42	32
5. To play indoor games	19	44
6. To draw pictures	27	15
7. Extra Reading	8	52

A glance at the above table clearly indicates the following order of preference with reference to various activities in which the dull backward students are interested:

1. To visit cinema (or to hear cinema-records).
2. To play cricket.
3. To play outdoor games (other than cricket).
4. To draw pictures.
5. To ride on a bicycle
6. To play indoor games
7. Extra Reading.

In the case of normal students the order of preference is as follows :

1. To visit cinema (or to hear cinema-records).
2. To play cricket.
3. Extra Reading.
4. To play indoor games.
5. To play outdoor games(other than cricket).
6. To draw pictures.
7. To ride on a bicycle.

On the basis of the above analyses, following observations may be noted :

- (a) Interest in visiting cinema or in playing cricket is beyond question.
- (b) Extra Reading, which is the least preferred activity of the dull backward students has got a high preference by the normal students.
- (c) Playing indoor games is less preferred by the dull backward students than the normal. The dull backward group prefers outdoor games more than the normal group.
- (d) 'Drawing Pictures' has got considerable position in the preference list of the dull backward students than that of the normal ones.

SUMMARY

In comparison with the normal students, the dull backward

students prefer outdoor games and drawing pictures to indoor games and extra-reading.

* * * * *

Having finished the analyses of the information regarding personal data, further attempt has been made to analyse the information regarding 'Life at School.'

C. LIFE AT SCHOOL

An attempt has been made to find out difference, if any, in the life of the students at school. The information about life at school was collected in the Case Record Form-Part II from the students, the parents and the teachers. Under this section, the following items are analysed:

1. Attendance
2. Change of school
3. Students' Present Vocational Choice.

The analysis and observations related to the above mentioned items are given in the following paragraphs:

1. Attendance

Attendance of the students under study for the year 1964-65 was noted down from the school records. As the Department of Education, Gujarat State, fixes the total number of holidays to be observed during the year, the total working days in a particular year remains practically the same for all the secondary schools in the State. The

data collected about the attendance of the students are given in the following table.

TABLE NO.26 : ATTENDANCE OF THE DULL BACKWARD AND THE NORMAL STUDENTS FOR THE YEAR 1964-65

Attendance in days	Normal Students (f)	Dull backward Students (f)	Total (f)
151-160	-	1	1
161-170	1	-	1
171-180	4	2	6
181-190	4	18	22
191-200	16	33	49
201-210	59	44	103
211-220	32	10	42
221-230	9	3	12
Total	125	111	236

$$\begin{aligned} \text{Common Median} &= 200.5 + \frac{118-79}{103} \times 10 \\ &= 204.3 \end{aligned}$$

Applying Median Test,

	Normal	Dull	Total
Above Median	100	57	157
Below Median	25	54	79
Total	125	111	236

$$\chi_c^2 = 20.40 \text{ and } df = 1$$

∴ P is less than 0.01

∴ χ_c^2 is significant at 0.01 level

The above result indicates that the dull backward students attend the school for significantly less number of days, than the normal students. Moreover, long absence (more than 15 days) for some particular reason, such as, illness or marriage ceremony etc. have not been reported except by six dull backward students and seven normal students. It clearly leads to the conclusion that the dull backward students tend to be more poor and irregular in attendance in comparison with the normal ones.

2. Change of School

Attempt was made to study the difference in the life of the students at school. It refers to the factor ' Change of School.' The information regarding change of schools was obtained from the students. Both, Primary and Secondary stages were taken into account. The following data were collected :

=====

School changed

	Once	Twice	Thrice	Four times	Five times	Total
Normal	101 (105)	15 (12)	7 (6)	1 (1)	1 (1)	125
Dull	98 (94)	7 (10)	5 (6)	0 (0)	1 (1)	111
Total	199	52	12	1	2	236

$\chi^2 = 2.24$ and $df = 2$

∴ P lies between 0.30 and 0.50

∴ χ^2 is not significant

=====

From the table it can be seen that more than 80 per cent of the students in the two groups have changed the school only ones i.e. from primary school to secondary school.

As χ^2 of 2.24 with $df = 2$ is not significant, it may be said with confidence that the dull backward students do not differ significantly in changing schools, from the normal.

3. Students' Present Vocational Choice

The information regarding 'Present Vocational Choice' may not be considered as the life at school. As the data were obtained from the school Cumulative Record Cards, they are analysed in this section. The data show the 'aspirations for the future life' - what the students want to be. The data obtained are classified into four major groups as shown in the following table :

TABLE NO.27 : VOCATIONAL CHOICE OF THE STUDENTS UNDER STUDY

Vocations	Normal	Dull Backward	t Ratio	Remarks
<u>I. HIGHER SPECIALISED PROFESSIONS</u>				
(1) Engineer	7	-		
(2) Doctor	11	1		
(3) Teacher	30	24	2,7	Sig.
	<u>48</u>	<u>25</u>		
	(38.4%)	(22.52%)		
<u>II. HIGHER TYPE OF SUPERVISORY AND ADMINISTRATIVE JOBS</u>				
(1) Collector	2	-		
(2) Block Development Officer	2	-		
(3) Station Master	5	1		
(4) Railway Guard	3	2		
(5) Post Master	3	1		
	<u>15</u>	<u>4</u>	2.18	Sig
	(12%)	(3.60%)		

Vocations	Normal (f)	Dull Backward (f)	t Ratio*	Remarks
<div>JOBS</div> <div>III. SEMISKILLED TRADES, MINOR CLERICAL, AND MINOR BUSINESS</div>				
1. Clerk	18	8		
2. Talati	1	4		
3. Gramsevak	1	7		
4. Malaria Inspector	6	8		
5. Postman	1	3		
6. Policeman	-	2		
7. Schauffer	3	9		
8. Bus Conductor	4	8		
9. Businessman	8	3		
	42(33.60%)	52(46.85%)	2.09	Sig.
IV. AGRICULTURAL OCCUPATION	20(16.00%)	30(27.03%)	2.06	Sig.
Total	125	111		

(* For detailed Analysis, please see Appendix B₂, page 296)

The study of the above table leads to the conclusion that significantly less number of the dull backward students tend to aspire for higher specialised professions or higher type of supervisory and administrative jobs than the normal students. Significantly more number of the dull backward students tend to choose the vocations related to semi-skilled

trades, minor clerical and minor business and agricultural pursuits. It may be said that the dull backward students have generally ambitions and aspirations in accordance with their mental abilities and school achievements. While in the case of normal students it may be roughly said that their ambitions and aspirations may be beyond their abilities and achievements.

SUMMARY

In comparison with the normal students, the dull backward students tend to be more irregular and poor in attending the school.

The dull backward students ordinarily choose semi-skilled jobs or agricultural pursuits for their future life.

* * * * *

PEN PICTURE OF A DULL BACKWARD CHILD

A critical study of the character traits of the dull backward children, and their background factors, has been described in the foregoing pages. This study is mainly based upon the statistics of significant differences in frequencies of boys having the character trait or the background factor, or not having it. An attempt has been made here, to write up a pen picture of a dull backward child, based upon the prior analyses.

A dull backward child has less educated parents. If his

father is not a farmer, he tends to be a manual labourer. A dull backward child generally comes from a family which experiences greater fluctuations in the number of members in the family. His family tends to be large and poor. So, naturally, he gets less comforts and conveniences at home. Due to greater size of his family he finds less space available for him for study. His family has generally less hold on the social life of the village.

At home he tends to get up late in the morning. He spends less time ⁱⁿ after study. He, ordinarily, spends less time in helping his father in his work. The dull backward child tends to devote more time in playing and talking with his friends in the street.

The dull backward child tends to be tardy at home as well as at school. Moreover, he is generally unpunctual in his work. He often times plays truant. As regards his health, it may be said that he tends to be less healthy. His ambitions and aspirations for the future life are ordinarily in accordance with his abilities and achievements. He generally chooses semi-skilled jobs or agricultural pursuits for his future life.

The dull backward child irregularly attends the school. He manytimes remains absent in school. In the class, he does not tend to participate in the discussions related to study matters. He tends to be less talkative, when the talk is with reference to study. He does not show interest in extra-reading.

III DIFFICULTIES w.r.t. THE EDUCATION OF DULL BACKWARD CHILDREN

As shown in the Chapter V, page 90 , the information regarding the difficulties of the dull backward students in their school work and school achievements was collected from the three sources, viz., the teachers, the parents and the students themselves. This was done by using the method of interview schedule.

The opinions of the teachers, the parents and the students are treated separately in the following paragraphs:

A. Teachers' Opinions :

Twenty experienced teachers were met individually in the high schools where they were serving. Each was asked to enlist on a piece of paper, his difficulties in teaching the failing students in the classes he taught. Enough time was given to enlist his difficulties, generally, they were asked to utilise their free period in this work. The sheets were collected and scrutinized. All the teachers' opinions are given below with frequencies in the tabular form.

TABLE NO.28 : DIFFICULTIES MENTIONED BY TEACHERS

No.	Difficulties	Frequency of Teachers N=20
1.	Low intellectual ability	20 (100%)
2.	Irregular and poor attendance	19 (95%)
3.	Habit of playing truant	19 (95%)

Table No.28

No.	Difficulties	Frequency of Teachers N=20
4.	Irregular in Home work	14 (70%)
5.	Non-participative in classroom discussions	11 (55%)
6.	Carelessness in Study	10 (50%)
7.	Participative in extra curricular activities	5 (25%)
8.	Poor performance in examinations	5 (25%)

A glance at the table clearly indicates that all the teachers opine that the intellectual capacity of the failing students is low. They cannot easily understand and grasp quickly many points that they try to explain. As they have to finish up their course within the prescribed time limit, they have to go fast in teaching. Moreover, according to 95% of the teachers, the failing students are irregular and poor in attendance, so they miss many key points in various subjects. Furthermore, the failing students have habit of playing truant, as a result the important periods in the evening session are lost by them.

Nearly half of the teachers state that the students do not bring home-work regularly. They do not do it independently. Again, though insisted upon often, they never ask their difficulties in the class or outside the class. They, generally,

do not raise their fingers in the class as a sign of readiness to answer the questions put in the class. As a result, they are left out in the classroom discussions. Moreover, they are careless in studies. They do not spend enough time after study at home. Manytimes they are found loitering outside the village.

Some of the teachers(25 percent) write that the failing students waste their valuable time in participating extra curricular (i.e. social and cultural) activities. As a result, they lag behind in school subjects, and in the examination their performance become poor. So, the teachers lose interest in teaching the under-achievers.

B. Parents' Opinions:

The opinions of 61 parents regarding the causes of the failure of their children according to their understanding were obtained. They were met individually at their residence. After some informal talks with each parent about the study of his son, he was asked his opinions regarding the causes of the failure of his son. The investigator, very cautiously and attentively kept in mind the response given by him and noted down on a piece of paper at home. The parents' opinions can be summarised as follows :

TABLE NO.29 : OPINIONS GIVEN BY PARENTS

No.	Opinions	Frequency of Parents N=61
1.	Wrong type of study habits.	44 (72%)
2.	Lack of good provisions for study at home	35 (57%)
3.	Loitering with the companions	31 (51%)
4.	Not enough home-work given by teachers	26 (43%)
5.	Habit of playing truant	26 (43%)
6.	No fear of the teachers	11 (18%)
7.	Poor intelligence	10 (16%)

A look at the table clearly indicates that more than 70 percent of the parents have suggested wrong type of study habits as one of the causes of the failure of their sons. Accordingly, the failing student does not concentrate his mind on study. Only at the time of examination he reads a lot. Sometimes the parents have to stop him reading late at night. During day time when they ask him to read, he finds out some excuses, especially when the examination is not near.

More than half of the parents opine two points. Firstly, there is lack of good provisions for study at home. It includes enough books for reference, separate room for study, crowded family, illness in the family, etc. Secondly, the

failing students loiter much with the companions.

A good many parents (nearly 43 percent) have pointed out that their sons loiter much because no enough homework is given by their teachers. Thus they blame teachers. Furthermore, many parents have admitted that their sons play truant on the school working day, which they come to know afterwards.

Some of the parents (16-18 percent) state that the children of to-day have neither respect for nor fear of the teachers. According to them, this situation certainly goes against the progress in school achievements, of their sons. Some of the parents also remark that their sons have no intelligence because they fail in the examination and they have heard from the teachers also the same remark.

C. Students' Opinions :

A visit to all the 9 schools included in the sample was arranged. In each school, the dull backward students under study were called upon in a separate room. After some preliminary friendly talks, they were asked to give their frank opinions, either orally or in writing, regarding their difficulties in study. Their oral remarks were taken down and the papers were collected and scrutinised. Their opinions may be summarised as follows. As no exact frequency was available, the list of opinions is prepared in three groups, in order of decreasing frequencies.

- Group A : 1. Dislike by the teachers.
 2. Teachers' haste to finish the course.
 3. Lengthy course.
 4. Irregular Home-work.
- Group B : 5. No facilities at home for study.
 6. Illness in the family.
 7. Question paper-hard and long.
- Group C : 8. Teachers' partiality.
 9. School - far ~~and~~ away from home.

Most of the students say that they are disliked by the teachers. They get abasement, punishment and insult from the teachers for their poor achievements in the examinations and low intellectual ability. Most of them remark that the teachers make haste to finish up the course. They do not take pains to know whether the failing students understood the subject matter or not. Again, the failing students feel the course long in every subject because at the time of examination they cannot finish their course. Furthermore, the failing students state that the teachers, generally, give irregular, impropotional and heavy home-work. Manytimes, the students copy it down from the text-books or from friends' note-books.

A good number of students remark that they have no facilities to study properly at home. They are often disturbed by the members of the family. Moreover, they have no sufficient reference books. Again, due to illness in the family, and

sometimes of their own, they are disturbed in their study. A good number of failing students remark that in the examination they feel the question paper hard and long. They always have to miss some questions due to want of time.

Few failing students state that manytimes the teachers show partiality. They seldom ask them questions during the class discussions. They always praise the high-achievers. A very few students also point out that they have to come to the school from far away. So, they do not get sufficient time to read. They are exhausted at the end of the day.

SUMMING UP

Studying the opinions of the teachers, the parents and the dull backward students regarding the difficulties of education of the dull backward students, some of the common factors may be observed. They are as follows :

1. The dull backward students are slow learners, while the teachers have to make haste in teaching.
2. These students are careless about their studies. They are irregular and poor in attendance, spend less time after study at home and play truant.
3. Home-work is not systematically and scientifically given.
4. Wrong study habits on the part of the failing students.
5. The failing students are disturbed at home while studying.

These factors would be taken into consideration while suggesting some plan for helping the failing students in their school achievements. The next chapter deals with some suggestions in this regard.
