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A Study Of The Personality Of Slow Learner At Secondary School Levels

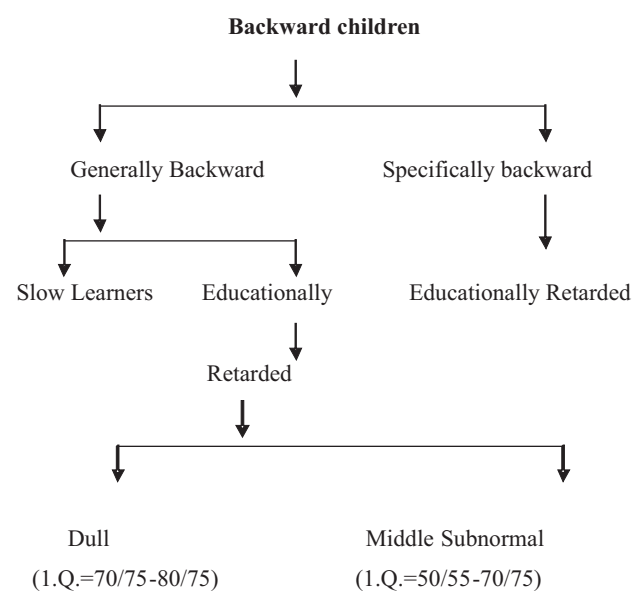## Meenakshi Rani

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Abs tract:-_The study was aimed to study the personality of male and female slow learners in terms of wastage and stagnation in government and private secondary schools in Sonipat district Haryana. A sample of 400 students of male and female slow learner students of 9th class was taken by simple random technique lottery method. The data was collected by a personality inventory developed by S.P. Kulshesthra and R.P. Kothiyal. Statistical techniques; mean, SD and t-test were applied to find out the significant differences among the male and female slow learners on the basis of the twelve dimensions of personality. It was found that there were significant differences among the male and female slow learners on eleven dimensions of personality 'Emotionally stable verses emotionally more stable', 'Submissive verses dominant' 'Inactive verses overactive', 'Less intelligence verses more intelligent', 'Introverts verses extrovert', 'Tensed verses relaxed', 'Poor mental health verses good mental health', 'Poor adjustment verses good adjustment', 'Superstitious verses non superstitious', 'Low creativity verses more creativity', 'Moral ability verses high moral ability'. No significant difference was found on the 'secure versus insecure' dimension of personality among the male and female slow learners._

Keyw ords:wastage and stagnation , Statistical techniques , Submissive verses dominant.

INTRODUCTION
Genesis

In a normal school situation it is found that there are children who are progressing at various rates in their schoolwork and who are thereby achieving various levels of success. Most of the students who are not succeeding in their school work indicate in some measure the complexity of the problem: they are known as slow learner children. Schonell (1948) "Slow learner children is one whose average total academic score is less than normal children." Cyril Burt (1964) has defined slow learners as "A slow learner child is one who is unable to do the work of the class next below that which is normal for his age." As such, the backward child finds, himself surrounded by children who are younger than him, or there who are progressing at a much faster rate than he is.

Backward children

Generally Backward — Specifically backward

Slow Learners — Educationally Retarded — Educationally Retarded

Dull — Middle Subnormal
(1.Q.=70/75-80/75) — (1.Q.=50/55-70/75)

Figure No. 1: Classification of Backwardness (1964)

According to the above classification of slow learning are those children who are backward due to their being intellectually handicapped. The category consists of the dull group (whose 1.Q. range is from (70/75 to 80/85) and the midle subnormal group (1.Q. range is from 50/55 to 70/75).

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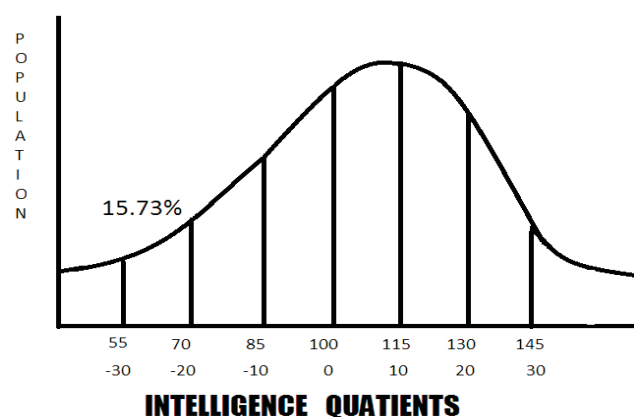
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Figure No. 2: Theoretical Distribution of Intelligence Test Scores

The slow learners fall between -10 to -30. This constitutes 15.73% of the total population. India has a very large population. Hence the total number of slow learners has come to be widely degree in school. A child unable to succeed in academic situation on average rate is a slow learner. Slow learner children from a group midway between average children and the mentally from the average as to do the other groups of mentally children, special education provisions have not been considered essential so they are usually kept in regular classrooms. It is estimated that slow learner include approximately 20 percent of the children in the elementary school. They do provide one of the largest and most intense continuing problems facing the general classroom teacher. In an average community where the school serves children from all cultural, social and economical level, a class of 30 unselected children can be expected to contain 4 or 5 slow teachers.

1.2 Personality Characteristics

Basically, the slow learners seen in the school are children with similar physical, intellectual, educational and emotional characteristics as most children. The general appearance and reaction are much the same as those of children in general. It is impossible to distinguish them by merely looking at them or even by giving them a through physical examination. This is probably the cause as many of their difficulties they appear to be so normal in average. Consequently the casual observer and the unaware educator do not recognize or realize their derivations and resulting problems. Some of the developmental characteristics of the slow learner are as follows

1.2.1 Psychological Characteristics

The slow learners are slow in their rate of intellectual development and retarded in their level of intellectual development, as compared to the normal child, at any specified age. They therefore, deviate widely from the general student population in this fact of their growth probably more widely than in other area.

1.2.2 Educational Growth and Ability

The slow learners, testing on a verbal intelligence test between 74 and I.Q. create a most difficult educational problem one that is seldom solved to the satisfaction of the slow learners, the community or educators. They are not sufficiently retarded to be committed to an institution or placed in special classes, nor are they (as a group) capable of profiting satisfactory from the offering of the regular class. They furnish the bulk of the children who by the age of 12 to 15 are 2 to 4 grades retarded. It has been found that these children usually spend two years in the first grade and probably repeat one or additional grade during the time they are in school.

1.2.3 Social and Emotional Adjustment

All children have needs for affection and understanding to feel they are accepted, basically for what they are, they need to be able to contribute to the activities of the group. Emotionally, slow learners are very similar children. Such characteristics as sensitiveness, repressions, shyness and frequently attributed to these types of children, but it should not be concluded that they inevitably possess temperamental or emotional difficulties.

1.2.4 Other Important Characteristics

The most obvious characteristics of the slow learners is their inability to "keep up" with the rest of the class in their rate of academic growth. A slow learner is usually is a normal child in appearance and he or she behaves satisfactorily in many situation of childhood life, as against a retarded child. He may have some minimal limitation or lack in motivation and interest. The slow learner may be slow in reading and arithmetic but not in other activity

1.3 Status

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way. The population of the age group 14-18 was 8.55 crore in 2001 as per census data. The estimated population of this age group as on 1.3.2005 was 9.48 crore, which is likely to increase to 9.69 crore as on 1.3.2007 i.e., at the beginning of the 11th Five Year Plan. This is likely to stabilize at around 9.70 crore in 2011.

Since, universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards Universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. Paras 5.13 – 5.15 of the National Policy on Education (NPE), 1986 (as modified in 1992) deal with Secondary Education. Para 5.13 of the NPE, inter- alia,

stated that "Access to Secondary Education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams… Vocationalization through specialized institutions or through the re-fashioning of secondary education will, at this stage, provide valuable manpower for economic growth".

1.4 Significance of the Study

Problems of the slow learners education have not attracted the desired attention of educational researcher in India . The need for research in this area as judged from educational stand point is vital and urgent. Any scheme for improving slow learners education in the country will be unrealistic unless more objective studies are conducted covering different aspects of slow learners education and their major findings given due recognition .Surveys and studies conducted in India and abroad in the field of technical education cover such aspects and history, admission requirements, selections procedures, objectives, cost of education, financial and curriculum content, teaching methods, faculty training, evaluation of achievement etc. There is considerable paucity of research attempting to understand the effect of personality characteristics of slow learners at secondary educational level.

1.5 Objective of the Study

The objectives with which the present study was aimed
1.To study the personality characteristics of male student's of slow learners.
2.To study the personality characteristics of female students of slow learners.
3.Compare the personality characteristics of male student' slow learner with female student's slow learners.

1.6 Hypothesis

1.There is no significant difference between the personality dimensions of male and female slow learner students of government secondary schools.

1.7 Methodology

To study the personality characteristics of slow learner students at secondary level the survey method was applied. Twenty four government and private schools were surveyed from which a sample of 400 male and female slow learner students were selected with the help of simple random sampling technique.

Personality of slow learners was measured by an inventory constructed by S.P. Kulshesthra and R.P. Kothiyal on the 12 dimensions as; Emotionally stable verses emotionally more stable, Submissive verses dominant, Inactive verses overactive, Less intelligence verses more intelligent, Introverts verses extrovert, Tensed verses relaxed, Poor mental health verses good mental health, Poor adjustment verses good adjustment, Insecure verses secure, Superstitious verses non superstitious, Low creativity verses more creativity, Low moral ability verses high moral ability. General statistical techniques were applied for analyzing and interpreting data i.e. Mean, Standard Deviation and t-test.

1.8 Delimitations of the Study

The present investigation has been delimited in to study the personality of slow learners of students of 9th class in district Sonipat in Haryana. The subjects of investigation were the girls and boys of class IX. Only 10% of the failure and drop-out have been taken for study. The investigation was conducted on the sample of 400 students selected from 24 government and private secondary schools.

1.9 Analysis of Data

Table no.1.1 comparision of male and female slow learnerstudents of government schools on the 12 dimensions of personality

S.N	Personality Dimentions	Male slow learner			Female slow learners			't'
		N	M	SD	N	M	SD	
1	Emotionally stable verses emotionally more stable	100	5.710	1.205	100	4.245	1.556	7.444**
2	Submissive verses dominant	100	5.251	1.550	100	5.915	1.801	2.7944**
3	Inactive verses overactive	100	6.110	1.012	100	7.914	1.019	12.561**
4	Less intelligence verses more intelligent	100	5.011	1.751	100	7.301	2.101	8.3731**
5	Introverts verses extrovert	100	5.440	1.022	100	4.903	1.955	2.434**
6	Tensed verses relaxed	100	6.717	2.799	100	4.713	1.89	5.934**
7	Poor mental health verses good mental health	100	6.050	1.756	100	5.505	1.088	2.6383**
8	Poor adjustment verses good adjustment	100	6.831	1.801	100	4.712	1.585	8.832**
9	Insecure verses secure	100	5.793	1.310	100	5.410	1.757	1.7476*
10	Superstitious verses non superstitious	100	6.912	1.001	100	6.303	1.653	8.3259**
11	Low creativity verses more creativity	100	5.085	1.410	100	6.839	2.651	2.8441**
12	Moral ability verses high moral ability	100	5.433	1.011	100	6.575	1.504	8.260**

It is indicated from table no. 1.1 that the male and female slow learners of the government schools differ significantly on the 11 dimentions of the personality beside the 'Insecure verses secure' dimension. So It seems very logical to say that male and female slow learners have significant differences on the personalty dimensions; 'Emotionally stable verses emotionally more stable', 'Submissive verses dominant' 'Inactive verses overactive', 'Less intelligence verses more intelligent', 'Introverts verses extrovert', 'Tensed verses relaxed', 'Poor mental health verses good mental health', 'Poor adjustment verses good adjustment', 'Superstitious verses non superstitious', 'Low creativity verses more creativity', 'Moral ability verses high moral ability'.

1.10 Findings of the study

1.Male and female slow learner students of government schools differ significantly in their 'Emotionally stable verses emotionally more stable' dimension of personality.
2.Personality dimension 'Emotionally stable verses emotionally more stable' of male slow learner students in government secondary schools is superior to their counterpart students.
3.Male and female slow learner students of government schools differ significantly in their 'Submissive verses dominant' dimension of personality.
4.Personality dimension 'Submissive verses dominant' of female slow learner students in government secondary schools is superior to their counterpart students.
5.Male and female slow learner students of government schools differ significantly in their 'Inactive verses

overactive' dimension of personality.

6.It is obvious from the analysis that the personality dimension 'Inactive verses overactive' of female slow learner students in government secondary schools is superior to their counterpart students.

7.Both the groups differ significantly in their 'Less intelligence verses more intelligent' dimension of personality.

8.Personality dimension 'Less intelligence verses more intelligent' of female slow learner students in government secondary schools is superior to their counterpart students.

9.Male and female slow learner students of government schools differ significantly in their 'Introverts verses extrovert' dimension of personality.

10.Personality dimension 'Introverts verses extrovert' of male slow learner students in government secondary schools is superior to their counterpart students.

11.male and female slow learner students of government schools differ significantly in their 'Tensed verses relaxed' dimension of personality.

12.Male and female slow learner students of government schools differ significantly in their 'Poor mental health verses good mental health' dimension of personality.

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