

**UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002**

EXECUTIVE SUMMARY OF UGC MINOR RESEARCH PROJECT

1. NAME AND ADDRESS OF THE PRINCIPAL INVESTIGATOR

Dr.Nice Mary Francis P , Assistant Professor, Dept. of Psychology
Prajyoti Niketan College, Pudukad, Thrissur- 680301

2. NAME AND ADDRESS OF THE INSTITUTION

Prajyoti Niketan College, Pudukad, Thrissur, 680301

3. UGC APPROVAL NO. AND DATE

No.F.MRP/12th Plan/14-15/KLCA056 dated 10/12/2014.
1670-MRP/14-15/KLCA056/UGC-SWRO dated 04/02/2015.

4. DATE OF IMPLEMENTATION 14-01-2015

5. TENURE OF THE PROJECT 2 Years

6. TOTAL GRANT ALLOCATED : **Rs. 1, 30,500/-**

7. TOTAL GRANT RECEIVED : **Rs/- 84000/-**

8. FINAL EXPENDITURE **Rs 1, 34,533/-**

9. TITLE OF THE PROJECT

Prevalence and Psychological Correlates of Scholastic Backwardness in School Students”

10. OBJECTIVES OF THE PROJECT:

○ The project was carried out with the following objectives:

The first objective was to assess the prevalence rate of scholastic backwardness in 10-16 year old school going children in different Districts of Kerala

The second objective to identify the major socio-demographic factors and educational profile of the scholastic backwardness

The third objective to identify adjustment, problem behaviors, self esteem and emotional distress among scholastically backward children and to identify children with scholastic backwardness who needs psychological intervention for their psychological disturbance

11. WHETHER OBJECTIVES WERE ACHIEVED: YES

To determine the prevalence rate of scholastic backwardness, a representative sample of 24 schools in various districts were randomly selected for the first phase of study. The data collection method used was interview method for which a structured interview schedule was developed. 144 teachers were interviewed individually to obtain the necessary data. Data includes academic details of about 4325 students in which 1082 students belongs to government schools, 1137 students belongs to aided schools and 2106 students belongs to C.B.S.E schools. It has given a comprehensive picture regarding prevalence and correlates of scholastic backwardness.

The second phase of study will be carried out to determine adjustment, problem behaviors, self esteem and emotional distress among scholastically backward children and also to identify children who need psychological intervention for their psychological disturbance. The result shows that there was significant difference in all these variables in scholastically backward children.

12. ACHIEVEMENTS FROM THE PROJECT:

- Could identify the prevalence rate of scholastic backwardness among school students of Kerala .

- Able to identify the correlates of scholastic backwardness and who needs psychological counselling in this matter .
- Two national seminars with Proceedings

13. SUMMARY OF THE FINDINGS:

Summary of Findings

The purpose of the present study was to determine the prevalence and psychological correlates of scholastic backwardness in children. The study focused on three different kinds of variables, which could be expected to have some relevance in this area, viz prevalence, variables related to the family environment, and variables related to the personality of the individual child. The investigation assumes significance in scholastic backwardness research, taking into consideration the comprehensiveness of the study, and the in-depth analysis of the data obtained. The study conducted in two phases'

Phase 1: Estimating prevalence of scholastic backwardness and understand the correlates of scholastic backwardness:

The data was collected from class teachers of 5th to 10th standard of 24 schools which includes 6 Government schools, 6 Aided schools and 12 C.B.S.E schools of Ernakulam, Thrissur and Malapuram districts.

The data collection method used was interview method for which a structured interview schedule was developed.144 teachers were interviewed individually to obtain the necessary data. Data includes academic details of about 4325 students in which 1082 students belongs to government schools, 1137 students belongs to aided schools and 2106 students belongs to C.B.S.E schools.

Results shows that 191 (18%) of 1082 students from government schools,253(22%) of 1137 students from aided schools and 933 (44%) of 2106 students from C.B.S.E schools obtain above 80% scores in examinations. This indicates that C.B.S.E schools have more students who obtain above 80% scores in examinations and government schools have less number of students who obtain 80% scores in examinations.

156 (14%) of 1082 students from government schools, 245 (22%) of 1137 students from aided schools and 179 (8%) of 2106 students from C.B.S.E schools obtain below 40% scores consistently in examinations. This shows that aided schools have more students who obtain below 40% scores consistently and C.B.S.E schools have less number of students who obtain below 40% scores consistently in examinations.

The prevalence rate of learning disability, mental retardation, autism and other developmental disorders among the scholastically backward students is found to be high in government schools (28%) while comparing with aided schools (17%) and C.B.S.E schools(4%).The prevalence of LD is high when compared with other disorders.

50% of government schools, 33% of aided schools and 33 % of C.B.S.E schools have counselling room in their schools. Mostly all government and aided schools refer students with difficulties to psychologist but only 67 % of C.B.S.E schools refer their students with difficulties to psychologists. Results also shows that only 50% of teachers of government, aided and C.B.S.E schools are aware about the remediation and training in the area of scholastic backwardness, learning disability and other developmental disorders.

The result showed that almost 65% of the parents interviewed tried to keep in contact with their children's teachers and also monitored their child's school work, but it was also clear that parents tended to keep in contact with kids when the kids studied in a CBSE school rather than a Government school.

Almost 60% of the parents agreed to the fact that they compare their children to other children, criticize them when they score less and encourage them to score more marks. Also 60% of the parents agreed that they are strict when it comes to their child's education and try to set a strict timetable for them and also punish them if they do not do the work properly. And also 80% of the parents said that they insisted that their child's work should be of high quality. Almost 82% of parents expect their child to pursue higher education though only 38% agreed that their expectation is higher than their child's capabilities.

Around 60% of the parents reported that her child did not get marks even after studying hard and that they try and provide help for the children but mostly in form of tuition and not in

form of psychological help, though almost 50% agree that their child requires psychological help.

Most parents do not have a strict time table for the child to follow at home and 60% of them punish the child's impertinence if they see.

Practical implications:

- The half of the teachers is still unaware about the possibilities of remediation and training so the government must take measures to make sure that the teachers get enough training and awareness classes regarding these problems and also to make sure the service of psychologists in every schools.
- From the result, we can infer that most of the parents are not aware of learning disabilities or that with sufficient help, the child can improve immensely. Also parents expectations or lack of thereof also effects the child's problems negatively. The pressure from parents often increases the child's tension and then leads to problems in the child's behaviour and his or her academics. It is clear from the result that, its importance to increase the awareness among parents about the prevalence of learning disabilities and the availability of helps available for the children and also for parents and teachers in order to deal effectively with such students.

▪ ***Phase II – Assessment of Psychological variables in scholastic backward children.***

The second phase of study carried out to determine adjustment, problem behaviors, self esteem and emotional distress among scholastically backward children and also to identify children who need psychological intervention for their psychological disturbance. Test Materials for data collection in Phase II are 1) Culture-Free Self Esteem Inventory for Children, Form A (CFSEI; Battle, 1981) 2) Pre-Adolescent Adjustment Scale (PAAS; Pareek et al., 1975). 3) Problem Behaviour Rating Scale Revised (PBRIS; Radhika, et al., 2003).

The need for an in depth study on the antecedents, correlates and consequences of scholastic backwardness in the cultural context of Kerala has been felt by concerned people for a long time. One of the reasons for this is that even though a substantial number of children get branded as 'lazy, due to the growing popularity of the concept, there is a surprising amount of vagueness regarding the diagnosis of learning disability even among the experts. Another reason

that necessitates rigorous scientific study in the area is that standardized and agreed upon methods of assessment and strategies for interventions are non-existent in the cultural context of Kerala.

Taking into consideration the importance of the conclusions that could be arrived at on the basis of the data obtained, the researcher took all the precautions to meet the basic assumptions regarding sampling, measurement etc., that are important for enhancing the generalizability of the findings. Accordingly, the selection of the sample was on the basis of stringent inclusion/exclusion criteria which helped to minimize extraneous variance. All the tests were administered by the researcher herself and in each stage, care was taken to minimize the error variance in the data obtained.

The study can be considered as 'explorative' in nature, in the sense that comprehensive studies, taking into consideration all the relevant personal, social variables are very few in the field of scholastic backwardness

In addition to the results of statistical analysis and the conclusions arrived at on the basis of them, certain additional inferences could also be drawn from the large amount of data produced by the present research. Some of these additional inferences are listed below:

A great majority of the children obtained for the study were boys, which supported the general observation that scholastic backwardness is more prevalent among boys than girls.

The data obtained indicated that a relatively larger proportion of the scholastic backward children had delayed developmental mile-stones.

These children tend to keep away from extracurricular activities in the school.

The frustrations of repeated school failures and low achievement in academics may lead to lower academic self-esteem in scholastic backward children, and they tend to generalize this feeling towards general perception of self worth. All these may contribute to greater amount of maladjustment and behaviour problems among the children.

The results indicate that the SB and control groups differ significantly in behaviour problems shown and that more number of problems were reported among the SB group when compared to the control group.

The results showed that the scholastic backward group scored significantly lower than control group in school adjustment, peer adjustment, teacher adjustment, and total score on adjustment. At the same time there were no significant differences between the two groups in home adjustment, and general adjustment.

Even when people hold similar attitudes towards some situations, they may differ considerably in their behaviour. Attitudes are mostly a function of one's cognitive processes, while behaviour is influenced by one's habits and emotions, in addition to attitudes. This fact is revealed by the finding in the present study that mothers of scholastic backward children and non-LD children hold similar attitudes regarding parenting, but they differ significantly in their parenting behaviours.

The larger implications of the findings of the study are briefly presented below:

Practical Implications

The unhealthy behaviour patterns shown by the mothers of scholastic backward children, in spite of their holding healthy parental attitudes, point towards the necessity of counselling and special training targeted to the parents of LD children. Professional interventions for the purpose are justified because of the emotional stress and strain experienced by the parents of these children.

15. PUBLICATIONS OUT OF THE PROJECT:

National seminars

1. Prevalence of scholastic backwardness in Kerala context-an empirical study, *Proceedings of Assessment and management of intellectual, learning and developmental disabilities (NSILDD-2017)*) organized by Department of Psychology, Union Christian college Aluva and *Indian Association of Clinical Psychologists (IACP)*, during 9-10 February 2017.
2. 2) A comparative study of social maturity of students with Autism spectrum disorders on both inclusive and exclusive class rooms *Presented in "re mapping the psychodynamics of depression"* organized by Department of Psychology, Prajyoti Niketan college

Pudukad and *Indian Association of Clinical Psychologists (IACP)* , during 11thOctober 2017.

Dr. Nice Mary Francis P
PRINCIPAL INVESTIGATOR

Dr.Shaijan Paul
PRINCIPAL

