

## The Psychosocial Factors of Slow Learners: A Comparative Study Between Government and Private Schools Students

Dr. Pragati Daga<sup>1</sup>, Ms. Ekta Jain<sup>2\*</sup>

### ABSTRACT

Slow Learner is a child who is not able to do the work where their educational attainments are lower than what they are capable of. The Problems of slow learner is always been present in the education but it is only this decade where any serious and successful attempt has been made to measure the range of individual differences. This study assess the level of curiosity, personality and problems like physical and health development, social psychological relations, personal psychological relations, moral and religious development, finance etc. of slow learners of government and private schools. The intent of the study was to compare the slow learners of government and private schools. 60 participants were taken for the study in which 30 government school slow learners and 30 private school slow learners which were further categorized into 15 males and 15 females. The result of this study concludes that government school slow learners faces more problems and has a different personality as compared to private school slow learners and private school slow learners are more curious as compared to government school slow learners.

**Keywords:** *Slow learners, Curiosity, Personality, Physical and Health Development, Social psychological relations, Adjustment in school, Curriculum and teaching procedure, Moral and religious development.*

### Slow Learner

Slow learners are the individuals who has the problem of learning but are not considered as a special person. These individuals have the interest in learning new concepts or ideas but as they face the difficulty in learning they are not able to cope with the normal children. (Naila Aslam ,2011) “Slow Learners are students who learn more slowly than their peers, yet do not have a disability requiring special education.” The backward child or slow learner is the one who is unable to do the work where their educational attainments are lower than what they are capable of. A slow learner has the intelligence level of below average (70-85 IQ), and it is seen that the thinking skills of slow learners are developed at a very slow rate even he is slower than the children who are younger than him but it is considered that slow learners have the same developmental stages as other children has.

<sup>1</sup>Department of Psychology, School of liberal Arts and Sciences Mody University, Laxmangarh, India

<sup>2</sup>Department of Psychology, School of Liberal Arts and Sciences Mody University, Laxmangarh, India

\*Corresponding Author

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### **Personality**

“Personality is the dynamic organization within the individual of those psycho-physical system that determine his unique adjustment to the environment” (Allport 1937). Allport has given a number of distinctions among various kinds of traits. They are cardinal traits, central traits and secondary traits, and, common traits and personal dispositions.

### **Curiosity**

Curiosity is a human tendency in which the individual is curious to learn new and novel ideas. A curious person is more supportive and non-blaming as they focus on finding a best solution to any problem and stay away from the questions which can be answered in yes or no as they ask a lot of questions and are interested in receiving lots of surprises from the loved ones. They are fully present everywhere that means they are not multitasking they are focused on doing one work at a time. They are always interested in seeking new knowledge by engaging in a conversation.

### **Problems associated with school students**

There are various problems in which the school going students are engaged in like Health and Physical Development, Finance and living conditions, Social and recreational activities, home family and sex, Social psychological relations, Personal psychological relations, Moral and religious development, Vocational and educational future, Curriculum and teaching procedure, Adjustment in school.

## **REVIEW OF LITERATURE**

Reid (1958) conducted a follow-up study on 44 slow learners to assay the effects of a special education program on the adjustment of slow learners. Her study indicated that slow learners who attended special classes had made better adjustment than those who did not. On the basis of her study on twenty slow learners, Jerome (1959) concluded that mental retardation has a positive correlation with academic performance, adjustment and physical factors like absenteeism, general health, visual defects, auditory defects and motor coordination.

Sharma (1972) conducted a study to identify and compare the personality factors of high achievers and low achievers. The result was this study indicated that there was a significant difference in personality factors of high achievers and low achievers. It was concluded that the high achievers students has the better adjustment in the home, social, religious and school as compared to low achiever students.

A study conducted by Kapur, Shenoy and Kapur (1996) on slow learners of 5-8 years old. He studied 1600 slow learners and noticed that there is no gender difference between them but they have a difficulty in reading writing and solving arithmetic questions. He compared slow learners and learning-disabled students and revealed that slow learners as the better personality and faces less problems as compared to learning disabled students.

Gillen (1998) in her descriptive study on slow learners suggested that since the needs of slow learners were not being met in public schools, research regarding how best to fulfill the needs of slow learners in schools should be conducted.

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Based on a study on slow learners conducted by Rashid et al., (2013), it was seen that slow learners has the average level of anxiety and negative self-confidence. The results of this study highlighted the need to improve self-confidence and reduce anxiety level in the slow learners.

Rani(2013) in her study compared male and female slow learners on twelve (12) dimensions of personality and these were emotionally stable versus emotionally more stable, submissive versus dominant, inactive versus overactive, less intelligent versus more intelligent, introverts versus extroverts, tensed versus relaxed, poor mental health versus good mental health, poor adjustment versus good adjustment, superstitious versus non-superstitious, low creativity versus more creativity, moral ability versus high moral ability. It was seen that male and female slow learners have a significant difference in the above-mentioned dimensions. However, it was also found out that they did not differ only on secure versus insecure dimension of personality. Thus, it can be concluded that male and female slow learners differ from each other in almost all aspects of personality.

Jagannathan (2015) studied an academic achievement and socio-psychological factors of the slow learner students studying in class 5-8. His aim of the study is to assess the personal, socio- psychological and situational variables that may affect the academic achievement of slow learner students. The result of his study revealed the significant effect of personal and situational factors on the academic achievement of slow learner children.

Nagar (2017) conducted in Rajasthan on the slow learners personality patterns and their socio –psychological problems. His study indicated that girls face more problems than the boys and there is a significant difference in the slow learners and normal children problems which means the group of normal children faces less problems as compared to slow learners. The slow learners have the problem or lacks in adjustment with the environment. The significant difference in the personality trait was also seen in the normal children and the slow learners.

Singh and Singh (2018) studied forty government and forty private students (19-22 years). Mooney Problem checklist was administered on them. Government students reported significantly more problems related to health, physical development, adjustment to college work, curriculum and teaching procedure. Private students reported more problems related to finance living condition, Morals, religions and their vocational and educational future. Sex differences in the problem areas were also noted.

### **METHODOLOGY**

#### *Statement of the Problem*

To assess the level of curiosity, personality and problems like physical and health development, social psychological relations, personal psychological relations, moral and religious development, finance etc. of slow learners of government and private schools.

#### *Objective*

To assess the level of curiosity in slow learners of private school ,to assess the level of curiosity in slow learners of government school, to assess the personality of slow learners of private school, to assess the personality of slow learners of government school, to determine the problems faced by slow learners of private school, to determine the problems faced by slow learners of government school, to compare the level of curiosity of slow learners of government and private schools, to compare the personality of slow learners of government

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and private schools, to compare the problems faced by slow learners of government and private schools.

### ***Hypothesis***

It was hypothesized there would be a significant difference in the problems faced by slow learner students of government and private schools, there would be a significant difference between the personality of slow learners of government and private schools, there would be a significant difference between the curiosity level of slow learners of government and private schools

### ***Scope and Significance***

The study could be beneficial for the teachers of the slow learners in developing the teaching pedagogy and in understanding the various problems faced by slow learners, could be used by school counsellors in developing new learning strategies, could be used in special schools, clinical settings etc.

### ***Sample***

The sample data of 60 participants was collected. It was further categorized into 30 government schools (15 Male,15 Female) and 30 private school (15 Male,15 Female). The inclusion criteria were to select slow learners of age 11-19 years from in and around Jaipur and Sikar district of Rajasthan.

### ***Tools***

The tools employed for the study were- (1) Sentence Completion Test: Developed by L.N Dubey(1971) which has a test retest reliability of .67 and split half reliability is .62 and validity is (a)Sociability -.66 (b)Self-confidence -.73 (c)Ambitious -.69, and (2) Children's Curiosity Scale: Developed by Dr. Rajiv Kumar (1992).The test retest reliability of the test is 0.83.and split half reliability is 0.87.The construct validity is 0.21 and 0.27, and (3) 3.Student Problem Checklist: Developed by Department of Educational Psychology, counselling and Guidance. The test-retest reliability of the checklist is +.02.

### ***Procedure***

The study began with the certain steps that includes firstly to select the sample and then matching variables and samples in both the groups after that a proper Rapport formation was done and then sample is being interviewing after which Instructions were given clearly and data was collected organized and then analysis is being done.

### ***Variable***

The Independent Variable were Slow learners, Dependent Variable were Personality, curiosity, Problems faced by slow learners, Extraneous Variable were Noise, ventilation, lightening in the room.

### ***Statistical Analysis***

The test employed both descriptive as well as inferential statistical tools, which were mean, standard deviation, t-test and ANOVA.

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**RESULTS AND DISCUSSION**

*Table 1 Descriptive Statistics for Slow Learners of government and private school with respect to there Problems, Personality and Curiosity.*

S.NO.	Variables	Government schools		Private schools	
		Mean	SD	Mean	SD
<b>1</b>	<b>Student problem checklist</b>				
	(a) Health and Physical Development	8.53	4.30	6.43	2.47
	(b) Finance and Living Condition	12.76	3.14	7.23	2.23
	(c) Social and recreational activities	12.76	3.24	9.46	2.66
	(d) Home family and sex	11.03	2.61	8.76	2.40
	(e) Social Psychological relations	10.73	3.22	8.96	2.74
	(f) Personal Psychological relation	11.6	2.47	9.4	2.84
	(g) Moral and religious development	11.2	2.80	10.2	2.92
	(h) Vocational and educational development	12.4	3.45	9.23	2.28
	(i) Adjustment in school	14.23	3.31	9.73	2.30
	(j) Curriculum and teaching procedure	13.06	3.16	10.4	2.91
<b>2</b>	<b>Sentence Completion test</b>				
	(a) Sociabilty	21.2	3.32	21.3	3.60
	(b) Self-confidence	26.7	4.90	29.7	4.27
	(c) Ambitious	21.4	4.30	23.13	2.55
<b>3</b>	<b>Curiosity</b>	70.46	14.68	79.56	12.48

*Table 2 T-test and ANOVA Results for Slow Learners of government and private school with respect to there Problems, Personality and Curiosity.*

S.NO.	Variables	t	F
<b>1</b>	<b>Student problem checklist</b>		
	(a) Health and Physical Development	3.00*	9.05**
	(b) Finance and Living Condition	-7.68*	59.00*
	(c) Social and recreational activities	4.79*	22.97*
	(d) Home family and sex	-3.23*	10.49*
	(e) Social Psychological relations	-2.19**	4.83**
	(f) Personal Psychological relation	-3.85*	14.88*
	(g) Moral and religious development	-1.30	1.69
	(h) Vocational and educational development	-4.16*	17.37*
	(i) Adjustment in school	-6.34*	40.26*
	(j) Curriculum and teaching procedure	-3.87*	14.99*
<b>2</b>	<b>Sentence Completion test</b>		
	(a) Sociabilty	0.04	0.193
	(b) Self-confidence	2.54*	6.47**
	(c) Ambitious	-1.73*	4.01**
<b>3</b>	<b>Curiosity</b>	2.47*	6.12**

\*\*p< 0.01 level, \*p< 0.05 level

The Table 1 depicts Descriptive Statistics – Mean(M) and Standard Deviation (SD)for Slow Learners of government and private schools with respect to Problems like Health and Physical

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Development(HPD),Finance and living conditions(FLC), Social and recreational activities(SRA),Home Family and Sex(HFS),Social psychological relations(SPF),Personal Psychological relations(PPR),Moral and religious development(MRD),Vocational and educational development(VEF),Adjustment in School(AS),Curriculum and teaching procedure(CTP),Personality Factors like Sociability(S),Self-Confidence(SC),Ambitious(A) and Curiosity. Table 2 depicts the t-value and ANNOVA (F) value of all the variables.

The student problem checklist First Dimension is Health and physical development (HPD) in which the government school student mean came out to be 8.53 and S.D is 4.30 and private school student mean is 6.43 and S.D is 2.47, t-value is -3.00 which is significant at  $p < 0.05$  level and F value is 9.05 which is significant at  $p < 0.01$  level. So, this result shows that government school slow learners face more health and physical development problems as compare to private school students which means government school students get tired easily, have frequent headaches, cold, sore throats etc. and they often get sick and do not consider themselves as strong and healthy as they should be whereas on the other hand private school students suffer less with these problems and are stronger and healthier. The t-value and f value show the significant difference between government and private school students.

Finance and Living Condition(FLC) is the second dimension of the student problem checklist in which the government school student mean came out to be 12.76 and S.D 3.14 and private school student mean is 7.23 and S.D is 2.23,t-value is -7.68 and F is 59.00 both the values are significant at  $p < 0.05$  level that means government school slow learners faces more Financial issues due to which their living conditions suffers as compared to private school slow learners which indicates that private school students do not think that they have less money than their friends and do not face problem in asking money from parents and does not have to quit school to work and their family are less worried about money but on the other hand government school students need money for education after their high schools and had to do job during vacations, they do not have their own room and they have to face problem when relatives live with them and due their financial problems they do not have a good place to entertain with their friends and does not have certain conveniences at their home and their parents had to work hard in order to provide them a good living conditions. The t and F value shows the significant difference in the finance and living condition of government and private school slow learners which indicates that private school slow learners are more financially strong and has a better living condition as compared to government school slow learners.

Social and Recreational activities (SRA) are those activities which encourages the individual to engage in those activities that can help them to achieve their goals such as Art and Craft, Exercise and Fitness activities etc. SRA is the third dimension in which the government school student mean came out to be 12.76 and S.D 2.24 and private school student mean 9.46 and S.D is 2.66, t value is 4.79 and F value is 22.97 both the values are significant at  $p < 0.05$  level which indicates that government school slow learners face difficulty in keeping a conversation going and in getting acquainted with people. They do not have enough time for recreational activities and get a little chance to get out and enjoy nature or read what they like and do not have anything interesting to do in their spare time whereas private school slow learners are more involved in recreational activities they are interested in learning dance, acting etc. and they want to improve themselves culturally and use their leisure time effectively. The t and F value shows the significant difference of Social and recreational activities of government and private school slow learners that means private school slow learners are more involved in

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recreational activities and faces less problems in involvement of such activities as compared to government school slow learners.

The Fourth Dimension Home Family and Sex(HFS) the government school student mean is 11.03 and S.D is 2.61 and private school student mean 8.76 and S.D is 2.40,t-value is -3.23 which is significant at  $p < 0.05$  level, F value is 10.49 which is significant at  $p < 0.05$  level .This result shows that government school slow learners are more worried about their family and they think that they have been treated like a child at home and their parents sacrifices too much for them and take too many decisions for them. They faces lot of family quarrels at home and they wish to have a different family background but on the other side private school slow learners have a better home and family environment they do not want to get more money or are less worried about the death of their family members and does not face problems in telling parents everything, they are satisfied with their family background and do not have problem in making girl or boy a friend and are less afraid of close contact with the opposite sex but they afraid of getting married soon. The t and F value indicates that government school slow learners show the significant difference in Home Family and Sex of government and private school slow learners which means private school slow learns have better home and family environment as compared to government school slow learners.

Social Psychological Relations(SPR) is the Fifth dimension of student problem checklist which means understanding the individual behaviour in the society in which the government school student mean is 10.73 and S.D is 3.22 and private school student mean is 8.96 and S.D is 2.74 ,t- value is -2.19 and F value is 4.83 both the values are significant at  $p < 0.01$  level this indicates that government school slow learners have less social relations with the society as compared to private school slow learners. Government school slow learners get into argument easily and are worried when they have been talked about in the group and are worried to impress people. They are slow in making friends and lack leadership quality and feel inferior than other whereas private school slow learners want to be more popular and do not have feelings of extreme loneliness, they are less criticized by others and do not find hard to talk about their troubles with others and have a good leadership quality. The t and F value shows the significant difference of Social Psychological relations in government and private school slow learners which means private school slow learners face less problems in making good relations with other people as compared to government school slow learners.

Personal Psychological Relation (PPR) are the connection the individual form by emotional bonds and interaction. PPR is the sixth dimension in which the government school student mean is 11.6 and S.D is 2.47 and private school student mean is 9.4 and S.D is 2.84, t- value is -3.85 and F value is 14.88 both the values are significant at  $p < 0.05$  level. So, in this dimension the government school slow learners face more problems of day dreaming, and are more nervous and careless and loses their temper easily. They forget things and are lazy. They are afraid of making mistakes or to be left alone and are easily discouraged and move into tears and have too many personal problems but on the other hand private school slow learners are stubborn and have a good self-confidence and are not bothered by bad dreams or thoughts of suicide. They take things seriously and do not have trouble in making up their mind about things and they are less worried about failing in many things they try to do. The t and F value indicates the significant difference in personal psychological relation of government and private school slow learners which means government school slow learners faces more problem in having good personal psychological relations as compared to private school slow learners.

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In the Seventh Dimension Moral and Religious Development (MRD) the government school student mean is 11.2 and S.D is 2.80 and private school student mean is 10.2 and S.D is 2.92,  $t$  – value is -1.30 and F value is 1.69 both the values are not significant at any level. So, this result indicate that government school slow learners are influenced by racial or religious prejudices and doubt some of the religious things they have been told. They think that their parents are old fashioned in their ideas and are wonder what becomes of people when they die and are bothered by thoughts of heaven and hell. They are troubled by the bad things other children do whereas private school slow learners cannot forget some mistakes they have done, have a good self-control and are honest and able to break bad habits. They are not confused on moral questions and want to understand more about religious books and is not puzzled about the meaning of god. The  $t$  and F value did not show any significant differences in the Moral and religious development of government and private school slow learners which means both the schools have similar moral and religious development.

Vocational and Educational Future (VEF) refers to the career and technical education or to determine whether the individual is aware of his/her career or not. This is the Eight dimension of student problem checklist in which the government school student mean is 12.4 and S.D is 3.45 and private school student mean is 9.23 and S.D is 2.28,  $t$ -value is -4.16 which is significant at  $p < 0.05$  level and F value is 17.37 which is also significant at  $p < 0.05$  level which shows that government school slow learners need to know about their vocational abilities and need to decide on an occupation or to know more about occupation. They need to know more about colleges and are afraid of not getting admitted in a college. They lack experience and training for a job and are afraid of unemployment after studies and are afraid of future but on the other hand private school slow learners know how to look for a job or they know what they really want in their life. They are less worried about planning ahead for the future and do not want advice on what to do after high school and are not restless to get out of school and get into a job. They want to learn a trade and want to choose best subjects to prepare for a college. The  $t$  and F value shows the significant differences in Vocational and Educational Future of government and private school slow learners which means government school slow learners spend more time in thinking or choosing about their career or they face more problem in choosing their career than private school slow learners.

Ninth dimension Adjustment in School(AS) refers to how an individual adjust himself in the school premises the government school student mean is 14.23 and S.D is 3.31 and private school student mean is 9.73 and S.D is 2.30,  $t$ - value is -6.34 and F value is 40.26 both the values are significant at  $p < 0.05$  level which indicates that government school slow learners Vocabulary is limited and are afraid to speak up in class discussions and do not spend enough time in study and are troubled with oral reports. They cannot keep their mind on studies and don't know how to study effectively. They consider themselves weak in writing and slow in reading and are not smart enough. They have poor memory and have trouble with outlining or note making. They are afraid of failing in school works and can't get some subjects but on the other hand private school slow learners are not worried about examinations or low grade but they are not interested in some subject and have trouble with mathematics. The  $t$  and F value shows a significant difference in Adjustment in school of government and private school slow learners which means government school slow learners face more problems in adjusting to their school as compared to private school slow learners.

Curriculum and Teaching Procedure (CTP) is the tenth dimension in which the government school student mean is 13.06 and private school student mean is 10.4 and S.D is 2.91,  $t$ -value



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is -3.87 which is significant at  $p < 0.05$  level and F value is 14.99 which is also significant at  $p < 0.05$  level. So, this result shows that government school slow learners do not have suitable place to study at home and their school do not offer them a subject they want to study. They are forced to take the subjects in which they are not interested and their textbooks are too hard for them to understand. They have a too little freedom in a class and do not have enough books in the library. They do not get the personal help from the teachers and their school assemblies are not good whereas Private school slow learners think that their school activities are well organized and their teachers give them the attention they want. They are happy with the interior and facilities given by the school. They do not have to face difficulty in understanding their books and teachers lecture as they taught with latest technology. The t and F value indicates the significant difference in Curriculum and teaching procedure of government and private school slow learners which means government school slow learners do not have a proper curriculum activities and face problem with their teachers as they are not able to understand the teaching procedure easily but on the other side private school slow learners face less problems and are able to understand their teaching procedure more than the government school slow learners.

Hence from the results of Student Problem checklist our hypothesis there is a significant difference in the problems faced by slow learner students of government and private schools is proved correctly. In all the dimension there was a significant difference in both the groups except in the dimension Moral and Religious development.

The First Dimension in personality is Sociability which means fond of other people company or to seek out social contact in the community. In this the government school student mean is 21.2 and S.D is 3.32 and Private school student mean is 21.3 and S.D is 3.60, t-value is 0.04 and F value is 0.193 both the values are not significant at any of the levels. This result indicates that government and private school slow learners enjoy talking to other people and are helpful and attracted to jobs where they get a more chance to interact with other people. They always want to be surrounded with people they do not want to live alone. They are outgoing and are not afraid of risk, they are flexible and thrive around people and are likely to talk about problems and express themselves openly and have clear preferences or choices. The t and F value did not show any significant difference in sociability of government and private school slow learners that means in the dimension sociability both the groups are similar.

Self-Confidence means the trust or confidence the individual has on his own thoughts, actions, behaviours and personality. In this dimension the government school mean is 26.7 and S.D is 4.90 and Private school student mean is 29.7 and S.D is 4.27, t-value is 2.54 which is significant at  $p < 0.05$  level and F value is 6.47 which is significant at  $p < 0.01$  level that means the private school slow learners are more interested in knowing the other person by asking open ended questions and make a better relation with people over time. They do not have a fear of being wrong and ask for a help whenever they need it. They are able to say no when they need to say as they do not feel the need to do everything for everyone. The t and F value shows the significant difference in self-confidence of government and private school slow learners which means that private school slow learners are more self-confident as compared to government school slow learners.

Personality Factor Ambitious means the efforts the individual shows to attain something in his or her life. In this dimension the government school mean is 21.4 and S.D is 4.30 and private school student mean is 23.13 and S.D is 2.55, t-value is -1.73 which is significant at

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$p < 0.05$  level and F value is 4.01 which is significant at  $p < 0.01$  level that means private school slow learners are goal-oriented and always striving towards the next accomplishment and are always ready to take risks. They expose themselves to new ideas or thinking and spend more time in developing their skills and finding out new solutions and possibilities and think they are their biggest competitor they do not compete with other people and they always wish to be surrounded with other ambitious people. The t and F value indicates the significant difference in ambitious of government and private school slow learners that means private school slow learners put more efforts to achieve something and are more goal-oriented as compared to government school slow learners.

Hence from the results of Sentence Completion Test our hypothesis there is a significant difference between the personality of slow learners of government and private schools is proved correctly. In all the dimension there was a significant difference in both the groups except in the dimension Sociability.

Curiosity is knowing or learning new or novel ideas or excitement the individual has to learn something new in his/her life. In this the government school student mean is 70.46 and S.D is 79.56 and private school student mean is 79.56 and S.D is 12.48, t-value is 2.47 which is significant at  $p < 0.05$  level and F value is 6.12 which is significant at  $p < 0.01$  level. So, this result shows that private school slow learners are more supportive and non-blaming as they focus on finding a best solution to any problem and stay away from the questions which can be answered in yes or no as they ask a lot of questions and are interested in receiving lots of surprises from the loved ones. They are fully present everywhere that means they are not multitasking they are focused on doing one work at a time. They are always interested in seeking new knowledge by engaging in a conversation they always want to learn new things or ideas from other people. The t and F value shows the significant difference in the curiosity of government and private school slow learners that means private school slow learners are more curious than government school slow learners.

Hence from the results of Curiosity scale our hypothesis there is a significant difference between the curiosity level of slow learners of government and private schools is proved correctly.

### CONCLUSION

The study was conducted with the aim to assess the level of curiosity, personality and problems like physical and health development, social psychological relations, personal psychological relations, moral and religious development, finance etc. of slow learners of government and private schools. In the sample there were 60 participants which is further categorized into 30 government school (15 Males, 15 Females) and 30 private school (15 Males, 15 Females) The result indicated that Government School slow learners face more problems than private school slow learners and there is a significant difference between the personality and level of curiosity of both the schools.

Hence the study successfully proved the earlier stated hypothesis.

### Limitations

1. In the study more variables could have been included such as achievement, parent child relationship, level of aspiration etc.

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2. It was Challenging to collect the data from government school students as there were certain government formalities that is to be done.
3. Regression analysis could have been used in order to know the relationship between the dependent variable or to know whether the variables selected are strong predictors to know the difference between both the groups.
4. Getting the data from Slow learners was a time consuming process as they respond very slowly.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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