DISCUSSION

From the result it is clear that environment has little effect on the cognitive abilities i.e. progressive matrices scores on the advantaged groups i.e. the Gr 1 and the Gr 2 they are better in cognitive abilities than the disadvantaged groups i.e. Gr 3 and Gr 4.

But when comparison between the Gr 1 and Gr 3 comes, the invulnerable group children if not higher than the advantaged competent children still their performance in the intelligence test was equally satisfactory like the Gr 1 children. And with regard to the cognitive styles i.e. the performance in the three forms of the stroop test namely verbal, motor and symbol substitution form are quite encouraging like the performance of Gr 1 children.

And what have differences that have occurred in the progressive matrices scores in the advantaged groups, it might be due to the very poor performance of Gr 4 i.e. the disadvantaged incompetent group. The invulnerable children can be expected to be superior so that they can even balance the score by their extremely brilliant performance. But whatever may be the outcome, one can not totally deny the influence of the enriched environmental effect on the cognitive abilities of the children.

From the competence point of view the competent groups i.e. the Gr 1 and Gr 3 advantaged competent and disadvantaged incompetent group had scored much higher than the incompetent groups i.e. the advantaged incompetent Gr 2 and disadvantaged incompetent Gr 4. They differ very significantly in almost all the variables but do not differ in very few i.e. only 8 out of 51 variables. So it proves that in spite of the adverse environment...
the invulnerable group is quite comparable to the advantaged competent group.

The pairwise group comparison results revealed that the Gr 1 children are better than the rest of the three groups and especially the advantaged competent children are the highest score in the progressive matrices scores and in the three forms of the stroop tests namely verbal, motor and the symbol substitution form.

But when comparison comes between Gr 1 and Gr 3, the invulnerable group compete neck to neck with the Gr 1 children and their performance in the intelligence test and the stroop tests are very close to the performance of Gr 1.

The influence of the environment can not be ignored and the lacuna that had occured during the administration procedure that also can not be avoided. And lastly the emotion of the invulnerable children also can not be controlled during the time of experimentation.

But when the invulnerable children are compared with the incompetent children the invulnerable children are certainly better than the advantaged incompetent and disadvantaged incompetent children especially in the symbol substitution form of the stroop test which needs more concentration, intelligence and which is the most difficult and critical to verbal and motor form of the stroop test, the invulnerable children had excelled the incompetent group which shows their superior ability.

The invulnerable group even if they are not better than advantaged competent group but they are comparable to them, their performances are closer to them. And one can not ignore the rich
environmental influence, so that some of the advantaged competent children are better than the invulnerable children.

In the pairwise group comparison the invulnerable group children are much higher in cognitive abilities and styles than the incompetent group children.

The following were the findings from the coping questionnaire.

1 - In the seriousness of the problems the invulnerable children i.e. Gr 3 considered the academic problems more serious than any other problems. Gr 2 and Gr 4 children also equally perceive the various problem serious like the Gr 1 children i.e. the advantaged competent.

2 - In the past occurrence of the problems Gr 3 the invulnerable children experienced academic, economic and teacher-relation problems more than the rest of the groups economic problems are inevitable. They had also faced the academic problems and simultaneously because of poverty and bad environment they might not have gathered courage to ask or inquire anything about those to the teachers.

3 - In the apprehension of the future problems Gr 3 had anticipated more academic, economic and community problems. As the samples were from muslim dominated area and recently they had gone through a serious riot so it was natural for them to anticipate the community problem. Gr 1 and Gr 2 children also anticipated academic, peer-relation and parent-relation problems.

4 - With regard to emotional relations to the stressful problem situations compared to Gr 1, Gr 3 related with more insult, sadness, repulsion, depression and desparation. Gr 1 showed more anger reaction. Where as more apathy were shown by Gr 2 and
Gr 4 the incompetent groups. The frequency of insult and offence was more in Gr 3 followed by Gr 1.

5 - Nothing significant has found in any of the problems regarding the life's change possibility to the stressful situation. Probably this might have occurred because the children are not in a stage to think clearly about their future.

6 - In the control over the situation no significant difference has been found because in that age they are not independent enough to control the problems that they are facing.

7 - With respect to the coping approaches the invulnerable group coped through direct action, objective non-emotional coping. And the most remarkable feature is that they preferred calmness while coping. Like Gr 1 Gr 3 also coped through exploring the alternative path and through direct action. And in case of Gr 2 and Gr 4 more apathy or no other reactions are observed which was expected of them.