CHAPTER 1

THE PROBLEM AND ITS BACKGROUND
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Education and Development

Education is the most important vehicle, man has evolved for his own progress. It is, therefore, no wonder that all the dynamic and progressive nations demand an educational system that will take leadership in piloting and managing a future, which will ensure a better life to all. In context to developing countries, eventually education has a great role in the process of development. Hence the progress of any society depends mainly on the utilization of the potential of its individuals and of the best educational ideas in all disciplines of knowledge. There has been an enormous advancement of knowledge in every field. In the history of civilization knowledge and education both have always been predominant factors of progress. At present India's educational purpose is the same that envisages to create a good society and enlightened life for all its members and to use all the intellectual and natural resources.

Education has been considered the most important factor in achieving rapid development, technological progress and in creating a social order founded on values of freedom, social-economical justice and also equal opportunities in all fields. Due to such recognition to education, underlined attempts have been made in different aspects of education by various committees and commissions in India. Particularly, during last six decades, works on Sargent Committee on post war education development in India (1944), the RadhaKrishnan Commission on university education
(1948-49), the Kher Committee on the administrative aspects of primary education (1951), the Secondary Education Commission on secondary education (1952-53), Kothari Education Commission for detail look on the whole education system (1964-66). The National Policy on Education (NPE) laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people (1968), and NPE 1986 for promoting equality to provide equal opportunity to all not only in access, but also in the conditions for success are well known.

**Education for Personality Development**

During the process of growth and development a number of cognitive, affective and conative characteristics of an individual get organized into a unique whole or personality structure. An organized whole, definable in terms of its own distinctive structural attributes is personality. Two persons differ mutually not only with respect to the individual traits but they also differ in the way these traits are organized with in them.

Personality is a product of many constitutional, social, cultural and situational factors. It is extremely difficult, however, to rank the determinants of personality in order of their importance since all children are not affected in same manner by the same factors. Hurlock (1964) has observed, some of the determinants of personality have their greatest effect on the core of personality pattern, while other influence the traits related to the core and the function of education is to promote the all round development of the ‘best core’ of personality. Therefore, education has been
considered as an important determinant of personality formation. Gandhiji has rightly said, “Education is the all round process of development of the best in the education in body, mind and self (Spirit). The goals of life as well as education are the harmonious development of the whole personality and self-realization”

The influence of the school environment, teachers, classmates and curriculum is so great in the development of child’s personality that class-room is looked upon as a force secondary in importance only to the home. School serves as a transmitter of cultural values and it is assumed to be the responsibility of the school to see to it that children accept these values as a price for social acceptance. Hence, whatever child learns in school affects his personality, attitude, interest and ability etc.

Education has formative influence on personality from pre school years through adolescence. The relations between personality and other mental ability, such as intelligence, creativity, motivation and the like are succinctly reviewed and the importance of cognitive style as a basic component of an individual’s behavioural organization is stressed.

Realising the crucial importance of rapid physical and mental growth during early childhood, the National Policy on Education (1986) and its Program of Action (1922) has given a great deal of importance to Early Childhood Care and Education (ECCE). It has taken into account the holistic nature of ECCE and has pointed out the need for organizing programs for the all round development of the child. The ECCE involves the total development of child i.e. physical, motor, cognitive, language, emotional, social and moral. NPE specifically focused on the need for early care and stimulation of children belonging to the vulnerable sector and also
emphasized has been given to a child-centred approach, play way and actively based learning in place of formal methods of teaching and early introduction of the three R’s.

The Context

Cognitive Development and Scholastic Achievement

The most unique adaptive resource that human beings possess are their intellectual capacities, their superior capacity for learning, imagining and reasoning. It is largely by virtue of these resources that one is able to learn about the different facts of their environment to establish supremacy. It is their superior intellectual capability, which provides them with the resources for planning and shaping their own future. Every one has ability to some extent and tend to use one or the other cognitive styles, some one may be more fortunate to realize his own potentialities in greater measure either in schools, sports or any other field.

Some children are more analytical in categorization and in learning analytical concepts some children on analytical tendency, questioning, testing, inventing as they go. There are preferred modes of conceptualization, which Seigel (1963) refers to as ‘cognitive styles’. The cognitive styles dictate the cues the individual will use, but not necessarily the level on which his intelligence functions.

Cognitive style is a psychological construct, which contains elements of perceptual styles, personality, intelligence and social behaviours. Cognitive style has been linked to many areas of problem solving, academic achievement and socio-emotional behaviour. It is also presumed that progress in varied dimensions like
economic growth, technological development and psychological well being of person becomes possible through the cognitive style. The performance and attainment of a child in the present educational system depend very much upon perceptual growth and efficient cognitive styles. Therefore, by and large performance in school depends on child's cognitive ability.

Factors Affecting Scholastic Achievement

There are several important factors, which influence scholastic achievement of pupils. Some of them are discussed here.

Home

A set of potentially influential factors for pupil achievement are generally categorized as being associated with either home or school environment. Home is the first social institution and mother is the prime agent for extending human values and good personality traits to the individual. In the absence of warm socio-economical climate at home and by parents, the children develop a feeling of disassociation, under the conditions of broken homes, divorced life, poverty, scarcity, disabled parents and absence of ethical norms, good values and proper care, antisocial behaviour and delinquency are germinated. For an integrated growth and development, the child must get adequate parental love and affection.

School's Academic Environment

The social and academic environment of the school provide significant impetus to teaching learning process. The teacher gets inspiration from the children he teaches. Similarly, the teacher stands as a model for the child to learn and adopt-
the values of life. Association of bad elements germinates bad feelings and behaviour, which not only disturb the learning climate and conditions, but also nip in the bud their learning inquisitiveness. Numerous cases of dropouts, truants, scholastically backward and problem children emerge under such conditions. However socio-economic status seems to determine the home environment. Therefore, it has been accepted that the environment — in and outside the school — in which child grows has a great influence on the academic achievement of the student.

The school is a formal centre of education, and therefore, the environment of the school influences a child’s academic achievement. Wrong educational methods, defective and ineffective learning methods, inability to prepare, class notes and incomplete homework make students week in their learning.

The child, as the torchbearer of human race, is required to learn, not only during childhood but also all through the adult life. The process of learning goes on whether the personal schooling takes place or not. However, the speed and range of learning are different between one category of children and another. Broadly speaking, about 5 to 10 per cent of a class in each school comprises slow learners. Why does a child become a slow learner? This issue has been analysed into in depth by educationists, psychologists, medical men and others.

**The Scholastic Backward Students**

Cruikshank *et. al.* (1980) have made an elaborate analysis of the characteristics of backward students. According to them low achievers, underachievers, educational disadvantaged, culturally deprived, emotionally disturbed and learning disabled are all levels used to describe children having difficulties in
school. Teachers are cautioned to avoid labelling children and to consider children for both their strengths and weaknesses and as full members of the human family. If a child happens to learn more slowly than others or gets poor marks, he deserves special attention in developing early number awareness.

Scholastically backward students may be identified by their intelligence quotient, achievement, teacher's observation, reading ability, Piagetian stages, and so on. They generally fall below an average in one or more of these areas. They may have many things in common but each child is a unique individual with his own set of strengths and weaknesses. In that respect all children are special in pedagogic as well as parental and community terms of equal merit as much individual attention as their proper development required, but which is not practically possible, thus an individual difference occurs in the human race. Some children are more special than others and will not be able to take part in and benefit from the kind of educational provision, which is considered appropriate for the majority of the children. So, one finds in education both the degree of excellence as well as backwardness. While excellence contributes positively to the development of society, backwardness causes considerable problems in terms of lower products, wastage of resources and materials, etc.

**Scholastic Backwardness**

Backwardness is a relative concept, which can be used to express any low status in achievement or mental ability or slow progress in any field. A child can be backward in the physical, emotional, social or intellectual level among his age group of children. This concept is used for low level in achievement of education.
Backwardness is the specific psychological attribute, which affects the total development of personality of a child. From the psychological point of view, this is the joint result of congenital symptoms and environmental factors in the developmental process of a child's intellectual abilities, emotional qualities, practical efficiencies, emotions, glands, habits, and physical peculiarities.

Although the concept of backwardness has many attributes, relating to the walks of life including social factors such as caste, religion and socio-economic condition, it has posed a serious problem in the field of education. Backward children are categorized as scholastically backward or educationally backward and can be associated with under-achievers and school failures. This group of children is in no way homogeneous as the concept includes all types and degrees of mental, physical, social disabilities. Generally, the group has a common characteristic, they are lagging behind in academic performance in comparison to their academic counterparts. The backward children also fail in most subjects.

Variables Associated with Scholastic Backwardness

The variables generally associated with scholastic backwardness include: intelligence, psychogenic disorders reading ability, study habits, and socio-economic status, etc. Their detailed discussion follows:

*Intelligence*

The first major correlate of an academic achievement is mental ability. No individual can achieve academically without having certain minimum level of intelligence essential for that. Therefore, role of intelligence can not be underestimated. Intelligence is variously defined as the ability to adjust to the
environment, to learn from experience, to carry out abstract thinking, to solve problems and so on. Various theories exist about the structure of intelligence. Therefore, it is commonly recognized that intelligence and achievement of the child are important correlates of his personal and social adjustment. While high intellectual ability helps the child in establishment of good adjustment to life situation, unexpectedly high or low intelligence frequently proves a disadvantage to school adjustment for many reasons and result in variety of emotional problems, failures in school subjects and scholastic backwardness.

Researchers in the field of education have demonstrated that academic performance is invariably a function of intelligence (Sobczak 1992, Srivastava 1992). Difference in intelligence makes a difference in educational achievement. Performance in school, whether in essays, tests or behaviour in classroom, is frequently regarded as evidence of level of intelligence. A child who receives poor test marks may be labelled as 'slow' as 'un-academic', 'scholastically backward'. One who scores highly may be perceived as 'bright', 'quick', or 'intelligent'. Teachers use these terms to describe their pupil because grading and testing of children is an integral part of school system.

According to Siann and Ugwuoghu (1988) academic achievement should be regarded as a complex phenomenon determined by multiple factors whether a child does well or not at school, does not just depend on any attribute he happens to be born with. Instead, it is a complex response to his family and home environment, his community, and its values, his peers and his others contact, his teachers, his school, and their assessment procedures and overall climate of school. Finally, and perhaps
the most important, it depends to a very large measure of his perception of himself, his education and how much value he places on academic achievement. Many researchers have emphasized that children's academic performance is determined by many factors (Kumar 1989, Frampton and Goodman 1998).

Garg and Chaturvedi (1992) investigated the contribution of intelligence and socio-economic status in determining academic achievement of students of higher secondary schools and concluded that academic performance has a linear relationship with various correlates. These include psychological, intellectual and economical factors as well as factors within the individual himself, while few may be environmental.

It seems that no single correlate contributes to scholastic backwardness. Like intelligence, there may be other correlates like neurological, reading ability, study habits and socio-economic background contributing to scholastic backwardness.

Psychogenic Disorders

The next important correlate is neurological and neuro-psychological deficit. Neurological impairments, along with muscular impairments can lead to sensory deficits and problems relating to intellectual functioning. Persons with only orthopedic impairment, though they have locomotor problems, do not have learning problems as such. But those with neurological impairments have learning problems and also learning disability (L.D.). Persons with learning disability are to be average or above average in intelligence and have no visual or hearing impairment but have specific learning problems in reading, writing, spelling, speaking, and arithmetic due to a disorder in psychological processes like memory, attention and perception. These
conditions are presumed to be associated with dysfunction of the central nervous system. Slater and Kohr (1989) found that adolescents who have sustained a brain injury experience decline in academic and intellectual functioning when compared to their peers. These adolescents displayed persistent declines in Full Scale and Performance IQ and achievement (i.e., mathematics, word recognition, and oral reading).

Literature in the field of special education, school psychology and recently, child neuro-psychology has espoused understanding neuro-psychological principle when assessing and planning for educational intervention for children who are experiencing significant learning or behavioural problems in school (Hynd and Obrzut 1981; Rourke et. al. 1983). The presence of neuro-psychological deficit has been found to be associated with more extensive behavioural problems among younger boys with psychiatric disorders, regardless of factors such as IQ, socio-economic status, and whether the deficits could be linked, specifically, with a history of brain injury (Tramontona, Hooper and Nardolillo, 1988). Like cortical damage can have dramatically different effect on behaviours and learning depending upon the area damage. Damage not only attenuate intellectual functioning but also increases the chance of problems in emotional adjustment. Thus, the presence of neuro-psychological deficit in childhood appears to constitute an important index of increased psychiatric risk, and consequently, increased special education needs for children with behavioural and emotional disturbance. Children and adolescents with brain injury are three times more likely to develop serious behaviour problems than the general population (Clark, 1997). An excessive rate of behaviour disturbance has
been found in children with severe brain injury, even if they do not have a history of any behaviour developmental problems (Kehle et al., 1997). Kalra (1979) also found that organic deficiencies led to various behavioural problems like scholastic backwardness. Sinn and Ugwuegbu (1988) pointed out that minimal brain damage is one of the causes of reading backwardness. So next emphasis will be reading ability as a factor contributing to scholastic backwardness.

Reading Ability

The ability to read well is one of a person's most valuable achievements. It would be difficult to find any activity, whether in the school, in the home, in business, in the professions, or even in recreational pursuits, that does not require at least some reading ability. Often reading is an indispensable channel of communication with an ever-widening world.

Even a casual observation of people's activities reveals the prominent role of reading in their lives. What they do is made possible or is expedited by tremendous quantities of reading matter in the form of magazines, newspapers, books, directories pamphlets, and catalogues. People read to obtain information, to buy economically to arrive at a decision, to provide pleasure, to get position in examinations, and for many reasons.

Preparation for reading begins long before the child enters school. Even before an infant talks, there are rudimentary forms of communication between him and his parents and others around him. In a few short years, a child progresses from when he could only point the pictures in his first book to learning to printout and name familiar objects in the pictures. It then is not long, before he listens and reads
too, and soon he will recite little rhymes and talk about the stories in his books. These steps are gains in verbalization and in recognition of form and meaning.

Reading is well known, plays an important role in school education. In terms the basic tool for achieving proficiency in all other school subjects. The success of any student in the school is largely dependent on the extent to which his reading skills have been developed. A student with a high degree of proficiency in reading can comprehend all the subjects taught in the school, and is well placed in reaching academic excellence.

Reading is not a 'natural' human ability but instead is a socio-cultural artefact that was invented relatively recently in the history of our species. It is important to note that learning to read is not 'a simple derivative of spoken language', but a constant interplay between language, socio-cultural norms, visuo-perceptual skills, and a collective body of knowledge (Dimitra and Barbaru, 2000)

Smith (1971) has pointed out that reading is so inter-related with the total educational process that academic success requires successive reading. Experience has taught us that those who fail in school have usually failed in reading. Here, it is fair to say if the first button of a person's coat is wrongly fixed all the rest are certain to be crooked, and reading is the first button in the educational garment. In fact sixty per cent knowledge comes through reading only (Nautiyal 1994). A few researchers have also pointed out to the need for an efficient and accurate means of predicting failure in reading at an early age (Stanovich and Siegel 1994). Furthermore, parents, educational psychologists and teachers have always pointed to the home environment as a significant source of experience that enhances language during parent-to-child
and child-to-child interactions (Sengupta et al. 1987). Hughes (1975) pointed out relative lower average of reading achievement and a higher incidence of scholastic backwardness among students from lower socio-economic status.

**Study Habits**

Habit is something, which is acquired through repetition. It is sometimes mechanical and automatic. It does not require any effort or attention. Once it is acquired, it can be performed in similar condition. The child begins to form habits very early and his tendency gets firmly conditioned.

In fact, the study habit is a very important characteristic of all human beings who are ‘being educated’ and are ‘educated’. As much study habit is important for higher academic achievement of students, as much it is important for their fruitful use of leisure time. The later aspect is also important for adults who are now in the jobs, particularly for the teachers. Thus ‘study habit’ as a habit is generic than specific in terms of its importance. It has very long reaching effects deep into the life of individuals, and by cumulative and interactive effects in the society.

While one can and usually does presume a delta point in the life of an individual whereby the study habits get fixed by certain age, possibly such patterns get fixed only in overt behaviours like study sets, drilling, etc. Patel (1985) studied the impact of study habit of intellectually backward pupil upon their academic achievement and concluded that all the groups did educationally ‘good’ or ‘bad’ according to their study habits.
**Socio-Economic Status (SES)**

Socio-economic status is a study of individual’s position within the social relationships. It influences individual’s relationship with others. It includes prestige influence, and respect. It is also known as social class, status or socio-economic background. The children belonging to low socio-economic status are often very weak in health. They neither get all educational facilities, nor can they have all the experiences and resources available to children belonging to a medium and high socio-economic status. Due to poor family conditions, they may acquire little learning and cannot do their homework. These reasons also make them unsuccessful in coping with their classes. The educational status of parents also affects the children’s progress in class. They hardly get proper guidance from their parents. Tensions among family members, too much attention or avoidance by parents, differences in parents’ views also create hindrances in the fulfilment of the child’s social and psychological needs. The feeling of security also does not develop in such an environment.

Wig and Nagpal (1972) found that academic achievement of most of the children was directly related to their socio-economic status. This positive correlation is confirmed by numerous researchers. Some other researchers have explained the indirect effects of socio-economic status on academic achievement. It is pointed out that socio-cultural factors influence academic performance. Dwivedi (1983) found that effect of SES significantly affected achievement in biology of higher secondary pre-medical students when taught through a linear program. Sharma (1983) found that the coefficient of correlation between achievement and SES was positive.
significant when the effect of pupils’ attitude towards science and towards science education were partialled out. Adolescents of high SES possessed high scholastic achievement.


The Need and Significance of the Study

Although many studies have been done on under achievers, a few on failures, but very limited studies appear to have been carried out on scholastic backwardness or educational backwardness. Most of the studies on scholastic backwardness attempted to reveal the academic causes at their failures and tried to find out the ways that the remedial measures to be taken and the means of eradication. Other studies focused on intelligence, anxiety and SES, (Thilagavathi 1990, Frampton et al. 1998, Patel 1986). On the basis of the recommendations of the research as some problems have been tackled out from the school, but one of the most important problems, the educationists are facing is the scholastic backwardness or the failures. The number of scholastically backward children are multiplying day by day. So the correlates contributing to scholastic backwardness should be singled out so that the students
could be trained in their weak area, like reading, study habits etc. One may expect
the improvement in their learning and consequently in their academic performance.
However, it is important to identify the correlates contributing to scholastic
backwardness. The present investigation is an attempt in this direction aiming to
ascertain the neurological and psycho-social correlates of scholastic backwardness
and also to study the effect of guidance and counselling on the achievement of
scholastically backward students.

The findings of this study would be helpful to provide statistical criteria and
insight in solving the various psychological, educational and social problems of the
scholastic backward children. It would be helping in turn, if the educationists and
planners to design the suitable intervention strategies for the scholastically backward
children. This area of research needs even more attention of the psychologists and
educationists to investigate into various aspects of the problem.

The Rationale

Researches are very rare and scanty in relating the backwardness to guidance
and counselling. Only one study was conducted by Fernandes (1984). The research
design of the study was pre-test and post-test on using an experimental and control
group. Counselling group showed marked improvement as compared to non-
counselling adolescent students. However no such study has been conducted on
investigating the correlates involved in contributing to the scholastic backwardness.

It has been mentioned in Fourth Survey of Research in Education (1992)
"Further research of this kind as conducted by Fernandes, are required so as to
establish the effect of counselling on students. They are especially needed at
elementary level, so that findings of such research and consistent efforts will help to minimize wastage and stagnation at elementary level. Considerable efforts also need to be made to conduct researches with respect to skills of writing and communication, so as to render the desired counselling services to elementary school children. Further at elementary level, children find difficulties in developing certain basic concepts in language. They find it difficult to develop reading skills resulting scholastic backwardness. Guidance needs in this area require the attention to researches. The proceeding discussion makes it clear that very little work has been done in helping children develop concepts and reading skills. So this is a priority area for researches. It has also been mentioned in the Fifth Survey of Educational Research (1998), “The effect of guidance and counselling should be studied on special group of children such as slow learners, underachiever, the mentally retarded, spastics and handicapped on the one hand, and the gifted, creative and talented on the other. Researches can be conducted to find out what specific types of problems of students can be handled successfully through group methods of counselling and guidance”.

In summary, it may be mentioned that so far the studies of sex, intelligence, personality correlates, study habits as predictors of achievement, have muddled the water. So it is difficult to draw some conclusions because of unexpected findings, use of diverse tools and techniques and contradictory results. However, it is worthwhile to note some of the more accepted conclusions. None of the areas has so far revealed any set of variables that can be said to have definite association with the scholastic backwardness or achievement. Results from the individual studies are hardly
comparable. The similarities found in some studies are apparent rather than real because the variables in these cases have not been measured by the same test. Diversity of results may be due to the differences of the methodology. Secondly, not a single study has been conducted so far to study the effect of guidance and counselling on the scholastic backward students along with the variables selected in the study. These points have been the guidelines in the planning of the present study.

Statement of the Problem

In view of the above mentioned need, the present investigation was undertaken on the following problem.

"A STUDY OF NEUROLOGICAL AND PSYCHO-SOCIAL CORRELATES OF SCHOLASTIC BACKWARDNESS"

Objectives

The specific objectives of the study were stated as follows:

1. To study general mental ability, reading ability, study habits, socio-economic status and psychogenic disorders as correlates and causes of scholastic backwardness.

2. To compare the general mental ability, reading ability, study habit pattern and socio-economic status of scholastically backward, average, above average and scholastically superior children.

3. To compare the study habits pattern of scholastically backward children with superior children.

4. To compare psychogenic disorders of scholastically backward children with scholastically superior children.
5. To study the cortical deficit as delineated by Bender Gestalt Test of scholastically backward children with scholastically superior children.

6. To study the combined effect of these correlates on scholastically backward children.

7. To study the effect of counselling on the academic achievement of the scholastically backward children.

**Hypotheses**

Keeping in view the above objectives of the study the following null hypotheses were formulated and tested.

**HO1** There may be no significant relationship between academic achievement of scholastically backward children with general mental ability, study habit, reading ability, socio-economic status and psychogenic disorder.

**HO1 (a)** There may be no significant relationship between general mental ability and academic achievement of scholastically backward children.

**HO1 (b)** There may be no significant relationship between study habit and academic achievement of scholastically backward children.

**HO1 (c)** There may be no significant relationship between reading ability and academic achievement of scholastically backward children.

**HO1 (d)** There may be no significant relationship between socio-economic status and academic achievement of scholastically backward children.

**HO1 (e)** There may be no significant relationship between psychogenic disorder and academic achievement of scholastically backward children.
Separate null hypotheses for each the components of study habit were formulated and tested. These have been presented below:

**HO₁ (b) (i)** There may be no significant relationship between comprehension and academic achievement of scholastically backward children.

**HO₁ (b) (ii)** There may be no significant relationship between concentration and academic achievement of scholastically backward children.

**HO₁ (b) (iii)** There may be no significant relationship between task orientation and academic achievement of scholastically backward children.

**HO₁ (b) (iv)** There may be no significant relationship between sets and academic achievement of scholastically backward children.

**HO₁ (b) (v)** There may be no significant relationship between interaction and academic achievement of scholastically backward children.

**HO₁ (b) (vi)** There may be no significant relationship between drilling and academic achievement of scholastically backward children.

**HO₁ (b) (vii)** There may be no significant relationship between support and academic achievement of scholastically backward children.

**HO₁ (b) (viii)** There may be no significant relationship between recording and academic achievement of scholastically backward children.

**HO₁ (b) (ix)** There may be no significant relationship between language and academic achievement of scholastically backward children.

Separate null hypotheses for each of the components of reading ability were also formulated and tested. These have been presented as under:
H01 (c) (i) There may be no significant relationship between reading speed and academic achievement of scholastically backward children.

H01 (c) (ii) There may be no significant relationship between comprehension and academic achievement of scholastically backward children.

H01 (c) (iii) There may be no significant relationship between vocabulary and academic achievement of scholastically backward children.

H01 (c) (iv) There may be no significant relationship between spelling and academic achievement of scholastically backward children.

H01 (c) (v) There may be no significant relationship between handwriting and academic achievement of scholastically backward children.

H02 There may be no significant difference in general mental ability, reading ability, study habit and socio-economic status of scholastically backward, average, above average and scholastically superior children.

H02 (a) There may be no significant difference in general mental ability of scholastically backward, average, above average and scholastically superior children.

H02 (b) There may be no significant difference in reading ability of scholastically backward, average, above average and superior children.

H02 (c) There may be no significant difference in study habits of scholastically backward children, average, above average and scholastically superior children.

H02 (d) There may be no significant difference in socio-economic status of scholastically backward, average, above average, and superior children.
$H_0_3$ There may be no significant difference in the study habit pattern of scholastically backward children and superior children.

$H_0_4$ There may be no significant difference in regard to the psychogenic disorder in scholastically backward children and superior children.

$H_0_5$ There may be no significant difference in regard to cortical deficit as delineated by Bender Gestalt Test of scholastically backward children and superior children.

$H_0_6$ There may be no combined effect of these correlates on the academic achievement of the scholastically backward children.

$H_0_7$ There may be no effect of counselling on the academic achievement of the scholastically backward children.

**Operational Definition of Key Terms**

*Neurological Correlates*

**Psychogenic Disorder**: Any psychological illness like psychotic or neurotic as score obtained in Bender Gestalt Designs.

**Cortical Deficit**: Damage to cortex ranging from mild to severe, which produce deviation in design copying obtained in the Bender Gestalt Test.

*Psycho-Social Correlates*

**Intelligence**

Intelligence has been operationally defined as success in school and colleges. (Sinha 1988). But generally intelligence is defined as “Intelligence is what the intelligence test measures. Therefore, regarding the intelligence, İnsan (1964)
remarked that the popular notions about intelligence are vague and ambiguous. Thus for the present investigation, intelligence is defined in terms of the score obtained on the general mental ability test by Jalota (1972)’.

**Reading Ability**

It has been defined as the proficiency of a student in vocabulary, reading speed, comprehension, spelling and handwriting. All the above correlates were scored on a test and the composite score was taken as the reading ability score.

**Study Habits**

The study habits have been defined as the proficiency of students on comprehension, concentration, tasks orientation, sets, interaction, drilling, support, language and recording as measured by an standardized test.

**Socio-Economic Status (SES)**

For the present study, the SES has been defined as the status involving factors such as parental occupation, father’s education, parental monthly income, house type, household material possession, purchase of newspaper, education of testees brothers and sisters, level of aspiration, concept of social prestige and belief in caste.

**Scholastic Backwardness**

Children who had been constantly failing in the unit tests and secured less than 40 per cent marks in their previous class VI in its annual examination but promoted to the next class VIII with a warning. These children were considered as having scholastic backwardness for this study.
Delimitations

The scope of the study was delimited as given below follows:

- The study was conducted on only those students who were studying in class VII in the Kendriya Vidyalayas in Cantonment area of Jalandhar, and whose age was approximately 12+ years.

- The process of data collection and analysis were limited by constraints of time, resources and the objectives of the study.

- Total marks of the final year examination of class VI were taken as the basis of categorization of the students as scholastically superior, above average, average and scholastically backward students.