SUMMARY OF FINDINGS OF THE INVESTIGATION INTO THE PROBLEM
OF INDIVIDUAL DIFFERENCE IN THE ACADEMIC PROGRESS
OF PRIMARY SCHOOL CHILDREN.
SUMMARY OF FINDINGS OF THE INVESTIGATION:

A. CONSISTENCY IN MAINTAINING THE ACADEMIC PROGRESS OF CHILDREN ACCORDING TO THEIR VARIATIONS IN ABILITIES OF ACHIEVEMENTS.

The objective of the present investigation into the problem of individual difference was mainly to study whether children at the primary education stage are enabled to maintain their academic progress according to individual differences in abilities of achievement consistently from grade to grade. The investigation was made with the children of the primary schools of Jorhat Area in the District of Sibsagar.

It has been observed from analysis of achievements that, may be due to defect in the examination or in teaching or may be due to some other factors, the children at the primary stage, so far the area of the investigation is concerned, are not enabled to maintain their academic progress according to the individual differences in abilities of achievements consistently from grade to grade. The children are found to show significant inconsistency in their progress during the course of education. The study reveals that the ability levels of achievement the children show in grade I test which is held at the end of the academic course of this grade are not maintained by their academic progress in grade II. Similarly, the differences in the ability levels of achievement which these children show in grade II test are not maintained in grade III. Some fluctuations are, of course, not unnatural as there are influences of so many dynamic factors.
and also as the child himself being dynamic in nature. But, here
the fluctuations are so significant that it becomes quite diffi-
cult to even approximate the actual competence of the child.

For the purpose of observing the consistency aspect in
maintaining the academic progress of these children according
to their variations in abilities of achievements, the sampled
children were divided into two subgroups, first, on the basis
of their achievements in grade I, then in grade II and again
in grade III. Those children who show their positions above the
sample mean were taken in one group as the above average chil-
dren and those who show below the sample mean were taken in the
other group as the below average children in each grade. By
comparing the positions maintained by them in grade I test with
that of maintained by them in the achievement tests of the sub-
sequent grades i.e., in grade II, grade III and grade IV, it was
observed whether the children are able to maintain their academic
progress according to their individual differences in abilities
of achievements, shown by them in grade I test, consistently upto
the end of the course. In the same way, it was observed whether
the variations shown by the children in grade II test are main-
tained in their academic progress in grade III and grade IV and
that of grade III in grade IV.

It has been found from analysis (shown in tables no. 5 to
no. 8 at pages 24-26) that most of those children who maintain
above average abilities of achievements in grade I test show
below average abilities of achievements in grade II test and most of those who maintain below average abilities of achievements in grade I test show above average abilities of achievements in grade II test (analysis shown in tables no.9 to no.12 at pages 26-28)

Then, based on their achievements in grade II, it was observed that most of those children who maintain above average abilities of achievements in grade II test show below average abilities of achievements in grade III test (shown in tables no.13, no.14 and no.15 at pages 30-31) and on the other hand most of those children who maintain below average abilities of achievements in grade II test show above average abilities of achievements in grade III test. (shown in tables no.16, no.17 and no.18 at pages 32-33)

From grade III, of course, the children are found comparatively stable. The significance of inconsistency and uncertainty that has been observed from the comparison of achievements maintained by the children in grade I test with that of maintained by them in the achievements tests of the subsequent grades and again from comparison of achievements in grade II test with that of the subsequent grades are found comparatively reduced from grade III. Most of the children are found to show consistency between their ability levels of achievement in grade III and grade IV. From distribution tables no.19 and no.20, it may be observed that most of the children who show their
ability levels of achievements above the sample mean in grade III test also maintain their positions above the sample mean in gr. IV. Then, from the distribution tables no.21 and no.22 at pages 36-37, it may be observed that most of those children who show their ability levels of achievements below the sample mean in grade III test maintain their positions below the sample mean in grade IV test as well.

B. TREND OF ACHIEVEMENT AND VARIABILITY OF INDIVIDUAL CASES.

In order to observe the trend of achievement and variability of individual cases, the children were divided into three subgroups. The scale was divided into three ranges. Those children who were found to show their positions in the range of the scale within sample mean and plus-minus one standard deviation have been taken as the average children in all the grades and those who show their positions above the average range have been taken as above average children and the rest who show their positions below the average range have been taken as below average children. Three important aspects in respect of academic progress of children of each group were observed. 1. The trend of achievement. 2. Difference in maintaining the consistency of progress. 3. Variability of individual cases.

TREND OF ACHIEVEMENT OF THE ABOVE AVERAGE CHILDREN:

The abilities of the high achievers do not appear to have been taken care of by the teachers. From the analysis of their achievements, it has been observed in most of the cases that
they fail to maintain the superiority in ability levels of achievement consistently from grade to grade. These children show a general trend of significantly declining achievement in course of their academic progress from grade to grade. The distribution table no.A.1 at page 43 shows the trend of academic progress of those children who have been found to maintain above average abilities of achievement in grade I test. Many of them fail to maintain the competence of grade I in their academic progress of the subsequent grades. Most of them merge with the average and some with the below average group in the immediate subsequent grade. Similarly, the distribution table no.A.2 at page 45 shows the trend of academic progress of those children who have been found to maintain above average abilities of achievement in grade II test. Like the above average group of grade I test, these children also show a general trend of significantly declining achievement in course of their academic progress in the subsequent grades. Most of them merge with the average and some with the below average group. Comparitively, very small number of children of the group appear to maintain their competence in the subsequent grades. Again, the distribution table no.A.3 at page 46 shows the trend of academic progress of those children who have been found to maintain above average abilities of achievement in grade III test. Like the children of the above average group of grade I and grade II test, these children also show a general trend of declining achievement.
But, however, may be due to individual attention of teachers or attaining maturity, most of the children of above average abilities of grade III test appear to maintain consistency in their achievements between grade III and grade IV.

**TREND OF ACHIEVEMENT OF THE AVERAGE CHILDREN.**

The children who have been found to show average competence in case of achievements in different grades appear to maintain a normal trend of academic progress and are comparatively less inconsistent than the children of the above average groups. The distribution table no.B.1 at page 38 shows the trend of academic progress of those children who have been found to maintain average abilities of achievement in grade I test. Most of them are found to maintain their positions within the average range of the sample (in the scale) in the achievement tests at the subsequent grades as well. Very few children of the group are found to deviate either below or above the average range of the sample in the achievement tests at the subsequent grades.

The distribution table no.B.2 at page 40 shows that most of those children who maintain their positions within the average range of the sample in grade II test also maintain their positions within the average range of the sample in the achievement tests at the subsequent grades.

Similarly, the distribution table no.B.3 at page 41 shows the trend of academic progress of those children who have been found to maintain average abilities of achievement in grade III.
Like the children of the average group of grade I and of grade II test, most of the children of the average group of grade III test are found to maintain their positions within the average range of the sample in grade IV test as well. Thus, the children of average groups appear to show an advantageous position, compared to the children of the above average groups, in case of their academic progress during this course of education.

**TREND OF ACHIEVEMENT OF THE BELOW AVERAGE CHILDREN.**

The below average children i.e. the children who show very poor abilities in case of their achievement are found, compared to that of the children of average and the above average groups, to show a unique trend of academic progress. Quite contrary to their achievement deficiency of the initial grades, most of these children show significant improvement of their abilities of achievement in subsequent grades. Table no.C.1 at page 48 shows the trend of academic progress of those children who have been found to maintain below average abilities of achievement in grade I test. From comparison of their achievements of the subsequent grades with that of grade I, it has been observed that most of them are able to raise their positions showing significant improvement of their abilities of achievements. Many of them merge with the average group. Some of them are found to show above average abilities of achievement in the subsequent grades.
Similarly, table no. C.2 at page 50 shows the trend of academic progress of those children who have been found to maintain their positions in the below average range of the scale in grade II test. It has been found from comparison of their achievements of the subsequent grades with that of grade II, that most of these children are able to raise their positions showing significant improvement of their abilities of achievement like the below achievers of grade I test.

Again, table no. G3 at page 51 shows the trend of academic progress of those children who have been found to maintain their positions in the below average range of the scale in grade III test. These children are also found to show the similar trend of progress like that of the below achievers of grade I and grade II test. Many of them are able to raise their positions showing improvement of their abilities of achievement in the immediate subsequent grade.

VARIABILITY OF INDIVIDUAL CASES:

For the purpose of observing the variability of individual cases, the average, above average and the below average groups of grade I, grade II and grade III tests were further sub-divided each into two groups. Those children of the group who at the initial grade show their positions above the group mean were included in one sub-group and the rest who show below the group mean were taken in the other sub-group. Taking children of each sub-group separately an effort was made to observe their nature and extent of variability.
VARIABILITY OF THE ABOVE AVERAGE CHILDREN:

These children are found significantly variable. Tables no. A.4 to no. A.11 show the variability of the above average children of grade I test. Most of the children of the group fail to maintain their relative positions of the initial grade in the achievement tests at the subsequent grades. Most of the children who show their positions above the group mean at the initial grade come below the group mean and become scattered in a very wide range of the scale. On the other hand, most of those who show their positions below the group mean at the initial grade come above the group mean and the entire sub-group becomes scattered in a very wide range of the scale.

Similarly, the distribution tables no. A.13, no. A.14, no. A.16 and no. A.17 at pages 76-78 show the nature and extent of variability of the above average children of grade II test. This group of children is also found to show similar nature and extent of variability like that of the group of above average children of grade I test. Most of these children who show their positions above the group mean at the initial grade II come below the group mean at the subsequent grades and most of those who show their positions below the group mean come above the group mean and the whole group becomes dispersed covering a very wide range in both directions of the scale.
Tables no. A.19 and no. A.21 at page 81-82 show the variability of the above average children of grade III test. These children are found comparatively less variable. Most of the children of the grade III group are found to maintain their relative positions in grade IV test as well.

**VARIABILITY OF THE AVERAGE CHILDREN:**

From analysis of achievements, these children are also found to show similar nature of variability. But these children appear comparatively less variable and inconsistent than the children of the above average groups. The distributions in tables no. B.4 to B.11 show the nature and extent of variability of the children who maintain average abilities of achievement in grade I test. Like the children of the above average groups, most of the children of the average group of grade I test who show their positions above the group mean come below the group mean and most of those who show their positions below the group mean come above the group mean in their achievement tests at the subsequent grades. The children of each sub-group fail to maintain their initial direction. (p.55-59)

Tables no. B.13, no. B.14, no. B.16 and no. B.17 show the nature and extent of variability of the average children of grade II test. (p.61-64) These children are also found to show similar nature and extent of variability like that of the average group of grade I test. Most of these children who show their positions
above the group mean in grade II test come below the group mean and most of those who show their positions below the group mean come above in their achievement tests at the subsequent grades. Each sub-group becomes scattered in both directions of the scale.

Tables no. B.19 and no. B.21 at pages 65-67 show the variability of the average children of grade III test. Like the children of the above average group of grade III test, a good number of children of this group maintain their initial direction of the scale in the achievement at the subsequent grade.

VARIABILITY OF THE BELOW AVERAGE CHILDREN:

These children are also found significant variable like the children of the above average groups. Most of these children who show their positions in the positive direction from the group mean in grade I test come to the negative side of their group mean immediately in grade II test; on the other hand, most of these children who show their positions in the negative direction of the scale in grade I test come to the positive side of their group mean in grade II test. (Tables no. C.4 to C.11 at P.84-88).

Similarly, the distributions in tables no. C.12 to C.17 at pages 90-93 show the variability of the below achievers of grade II test. This group of children is also found to show the similar nature of variability like that of the grade I group.
The distributions in table no.C.13 to C.21 at pages 95-97 show the variability of the below achievers of grade III test. Compared to the children of the below average groups of grade I and grade II test, the children of the below average group of grade III test are found less variable.

A COMPARATIVE VIEW OF THE TREND OF ACHIEVEMENT AND VARIABILITY OF THE AVERAGE, ABOVE AVERAGE AND THE BELOW AVERAGE CHILDREN.

From the analysis of achievements of these primary school children, it has been found observed that in case of their academic progress no conscious effort appears to have been made by the teachers in order to maintain the differences of abilities of achievements among them. The children of the above average groups appear to be the worst sufferer in this regard. The progress of this group of children is observed significantly inconsistent and uncertain. Among all the groups, this group of children is found most variable. From the analysis of achievements of these children, whether of grade I, grade II or grade III test, a trend of significantly falling achievement and increasing variability has been observed.

The children who show average abilities of achievement are also found to show a trend of falling achievement and of increasing variability. But the rate of decline in achievement is not as significant as that of the children of above average groups. This group of children is also found comparatively less variable than the children of the above average or the below
average groups. The below achievers are found to show a very unique trend of achievement. The below achievers of every grade are found to show significant improvement of their abilities in the immediate subsequent grade. These children are also found significantly variable like the children of the average groups. It has been comparatively observed, that though the children of different groups show significant differences in achievement and variability in the earlier grades, the difference tends to decline in every subsequent grade and at the end of the course in grade IV, all the groups show almost same achievement and same range of variability.