CAUSE ANALYSIS:

2. IMPACT OF SEX DIFFERENCE ON THE PROBLEM:

A study was made to observe whether sex difference among the sampled children has caused any significant impact on the findings of the investigation. But, from study, the sex difference among the children does not appear to have made any tangible effect on the findings. Analysis of the problem based on the achievements of the two sexes separately makes no difference. Children of both the sexes show the same trend of academic progress (table no.X.16 at P.111) and same nature and extent of variability. (table no.X.17 and no.X.18 at P.112) On observing the problems of different ability groups of both the sexes, no difference is observed. (table no.19 to no.X.27 at pages 113-119). The findings of both the sexes fully agree with all the findings of the population sample. Therefore, so far as the findings of the population sample is concerned, the problems of both the sexes appear to have made same bearing.

2. IMPACT OF ENVIRONMENTAL VARIATIONS.

From a study of the impact of environmental variations on the findings of the population sample analysis, it has been observed that the findings are not affected due to environmental variations. A number of primary schools showing similar conditions in all respects other than environmental difference were taken for study. Of these schools, some are located in urban environment
and the rest in the rural environment. No difference is observed in the academic progress of children of the two environments. Children of both the environments show the same trend of academic progress as observed in case of children of the population sample. Children are also found to show the same nature of variability in both the environments. No significant difference in the problem is observed in the academic progress of children of the two environments. The children of the urban area because of their better environmental condition do not appear to show any advantage or the children of the rural area because of their poor environment show any disadvantage in respect of academic progress during this course of education. Hence, the condition of environment does not appear to have made, so far the findings of the present investigation is concerned, any significant impact.

3. IMPACT OF TEACHING BY UNTRAINED TEACHERS:

A study was made to see the difference in the problem in case of academic progress of children taught by trained and by untrained teachers. No significant difference is observed. Compared to the trend of achievement of children of the population sample, (tables no. X.62 and no. X.63 at page 146) children of primary schools taught by trained as well of primary schools taught by untrained teachers are found to agree with the trend of achievement of the sampled children. The problems of the high achievers, the average children and of the below average children that has been observed in the achievement analysis of
the population sample are in the same way reflected in the analysis of achievements of children of the primary schools taught by both trained as well as untrained teachers. Hence, so far as the findings of the present investigation is concerned, teaching by untrained teachers does not appear to have made any significant impact.

4. IMPACT OF SCHOOL CONDITION ON THE PROBLEM:

Study was also made to see whether school condition has any significant impact in the achievements of primary school children, particularly in the findings of the population sample analysis. The model primary schools of the Jorhat area showing moderately good school condition were selected for the study. The impact was observed by comparing the findings of the analysis of achievements of children of the model primary schools with the findings of the population sample analysis. From comparison, the children of the model primary schools are found to show consistently higher mean score than the children of the population sample. These children are also found comparatively less variable than the population group. However, even under a good school condition, these children do not show any basic difference in the problem. From comparison of the trend of achievement and variability of the ability groups of the model schools sample and of the population sample, no significant difference is seen. Observing the trend of achievement (in table no.X.92 at P.170) and variability (in tables no.X.93 and no.X.94 at P.171-172) of the above average children of the population and the model
schools' sample, no basic difference is observed. Both the groups of children show the same trend of very rapidly declining achievement and increasing variability. Of course, the group of children of the model primary schools appears comparatively less variable.

From comparison of the trend of achievement and variability of the average children of model primary schools and of the population sample, both the groups are found to show, in the same way, a gradually declining trend of achievement and an increasing trend of variability. (P.173-174) But, the children of the model primary schools are found comparatively less variable.

From the comparison of the trend of achievement and variability of the below average children, both the groups are found to show the same trend of achievement and nature of variability. These children of both the sample show significant improvement of their abilities of achievement in the subsequent grades which appear quite contrary to their achievement of the initial grades. These children are also found comparatively less variable than the children of the population sample.

From the whole analysis, it appears, of course, that the good school condition has certain favourable effect in the achievement of children. But, so far as the findings of the present problem is concerned, the school condition does not appear to have made any significant impact.
5. IMPACT OF MULTIPLE CLASS TEACHING ON THE PROBLEM:

The population sample includes some children of schools with one or two teachers. In these schools, the teacher-pupil ratio is not maintained. One or two teachers have to teach all children from grade I to grade V. Hence, these schools suffer from the problem of multiple class teaching. A study was made to see whether this problem has made any impact on the findings of the investigation. After a careful observation, it has been seen that the problem has made no significant effect on the findings of the population sample analysis. From analysis, no difference, bearing significance, in the trend of achievement (X.104 at page 181) and variability (tables no.X.105 and no.X.106 at P.182-183) is observed between the two groups of children of schools having the problem of multiple school teaching and of the population sample.

Comparing the trend of achievement and variability of the above average children of both the sample, no difference is seen. Both the groups show rapidly falling trend of achievement and increasing variability. (P.184-185)

Similarly, comparing the trend of achievement and variability of the average children of both the sample, no difference is seen. (P.187-188)

Again, comparing the trend of achievement and variability of the below average children of both the sample, no difference is seen. (R189-191)

From the whole analysis, it appears that, so far the findings of the present investigation are concerned, the problem
of multiple class teaching has not made any significant impact. The academic progress of children of schools having the problem of multiple class teaching does not, in any respects, differ from the general trend of academic progress shown by the children of the population sample.

6. IMPACT OF SCHOOL AND TEACHER VARIATIONS ON THE PROBLEM:

The purpose of this study was to see whether the problem of individual difference in the achievements of children expose any different view, other than what have been observed from the general population sample analysis, had the same investigation been based on achievements of children without school and teacher variations. The study is, therefore confined to a selected group of children of the same school environment, taught by same set of teachers under similar teaching learning situations and also tested and examined by same set of teachers. The school shows normal educational conditions in all respects.

From this study, no significant difference in the is observed. These children are also, in case of their academic progress, found to show the same nature of the problem as has been observed in case of academic progress of children of the population sample. Comparing the trend of achievement of the above average children (table no. X.119 at P.197), the average children (table no. X.122 at P.199) and the below average children (table no. X.125 at P.201) of both the sample no significant difference is seen. Children of all the groups of
both the sample are also found to show the same nature of variability. Thus, from the study, it appears that the findings of the population sample analysis are not affected by the factor the school and teacher variation. There would have been no difference in the findings of the problem had the same investigation been based on achievements of children without school and teacher variation.

7. IMPACT OF AGE VARIATIONS ON THE PROBLEM:

From a study of the effect of age variations in the academic achievements of primary school children, it has been observed that there is no significant effect. Taking a group of primary school children of the age group ranging between age 3,3+ and 6,6+ of the area under the general investigation, this study was made. These children were divided into four age groups i.e., age group 3,3+, 4,4+, 5,5+ and 6,6+. Then the achievements of the age groups are compared with each other. For this purpose, their school achievements are collected. No significant difference in case of the mean achievements of the age groups is observed. All the age groups are found to show the same trend of achievement. But, it has been seen observing the achievements of individual cases that very early admission affects the progress curve of the individual child in most cases. Such cases are, of course, not included in the population sample. From the study, it appears that slight age variations that exist among the sampled children have not caused any significant impact on the findings of the problem.
8. IMPACT OF INDIVIDUAL ATTENTION ON THE PROBLEM:

An experimental study of the effect of individual attention in the academic achievement of children was made. It has been observed from this study that teaching with individual attention has a significantly favourable effect in the academic progress of children. It helps to maintain the achievements of children according to their abilities. Table no. X.154 and no. X.155 at page 225 show that the children of the experimental groups who were taught with individual attention make no difference between their ability and achievement score. But the children of the controlled groups who were taught through usual classroom practice maintain a significant difference between their ability and achievement score. The experimental groups being taught through individual attention are able to show significantly higher mean achievement than the controlled group. (tab. no. X.156 at page 227). From the study, it shows that want of proper individual attention by the teachers may have caused significant impact on the findings of the population sample analysis.

IMPACT OF TESTING ON THE PROBLEM:

In the primary stage, at least up to grade IV, testing is mostly mostly objective. Hence, scoring may not be affected by the psychological factors of the examiners. However, at this stage, much stress is given in memorization and rote learning which may also contribute towards the significance of the problem. From the present investigation, so far these children are
concerned, the testing of the children in a particular grade is taken as an end in itself. The progress of the child is not considered as a continuous process. The performance of the child in one examination alone does not give the entire picture of his abilities. It must be viewed against the background of his performances throughout the particular course of education.

**IMPACT OF REMEDIAL TEACHING IN THE PROBLEM:**

May be, some children come to the subsequent grade carrying with some basic weaknesses or deficiencies in certain subject which, if not remedied, accumulate and affect their achievement and retard the future academic progress.

It has been found from a diagnostic test in arithmetic administered to about two thousand primary school children of Jorhat area. The test was applied to grade III and grade IV pupils. From this experiment, it has been observed that in most cases the children who show poor achievement in arithmetic are not actually weak in the subject, but, because of certain basic deficiencies remained being neglected by the teachers in the earlier grades, show general achievement deficiency in this subject. From this test, some children are found who cannot work out multiplication or division; apparently, the teacher may assume that these children have no correct idea of the two arithmetical operations. But, it has been observed that most of them lack clear concept of addition or subtraction. Most of these children lack clear concept of zero. Many children are found to make mistake when 'zero' comes to their calculation. After
the test, every individual case is observed and remedial suggestions are given. Significant improvement has been made by these children after remedial treatment. In case of the problem of the present investigation also, may be, the want of remedial instruction by teachers might have caused certain impact. Of course, without any careful analysis, no categorical conclusion should be made in this respect.

**CONCLUSION:**

In education, besides the learner himself, there are so many external factors which are directly or indirectly related to his total academic growth and development. It is really a very difficult and hard work to observe the contribution of each of these factors in isolation, because all the factors including the learner himself are very closely inter-related and are beyond control. Education itself is also a very dynamic process. Hence, it is not possible to make any categorical conclusion relating to the problem or about the cause or causes connected with it which may be applicable to all situations and for all time to come.

In the present study, the investigator has made a very humble effort to give an approximate view of the problem and the cause or causes responsible for it. The term 'individual difference' is also not taken in a very rigorous sense. Considering their variations on the basis of academic achievements, an effort was made to see whether children allowed to make their progress maintaining the same variations consistently
from grade to grade during this course of education. The problem is disclosed and is found perceptibly significant. From the study, really, the children are found considerably uncertain and inconsistent in case of their academic progress. The variations in achievements shown by the children in one grade are not maintained in case of their academic progress in the subsequent grade and so on. The same significance of the problem is seen observing the achievements of children in various school situations. In no case, the variations that may exist among the children are taken into consideration in case of their academic progress. Hence, the problem is there and so far as these children are concerned, it is really significant. But, however, may be representative, the population being confined to a particular area, it would not be probably wise to make any conclusive statement relating to the findings of the problem that may be applicable to an universal population of the state at large. Of course, the results of the investigation have a general and wider implication.

It is also not possible to make any general and definite statement regarding the cause or causes of the problem. As has been earlier mentioned, the factors connected with the problem are closely interrelated, uncontrollable and also most of them are dynamic in nature. The cause or causes may differ from child to child, from school to school, place to place and from situation to situation. However, an attempt was made to study the impact of some of the significant factors that may be
very closely related to the problem. There are so many other factors, but it is not possible to study the impact of all these. Actually, the teacher is the right person to observe various causes corresponding to every individual problem relating to the academic progress of children.

From the analysis of various causes, want of individual attention, in the academic progress of children, by the teachers, is observed significantly responsible for the problem. Remedial teaching should be a constant effort of the teachers. Children may show inconsistency in their achievements because of cumulative deficiencies due to want of proper individual attention and remedial teaching by the teachers. The teachers should have constantly a diagnostic view regarding the individual problems of the children and an approach to individual attention and remedial treatment. School condition, the age of the child, methodical teaching instruction by trained and experienced teachers and the environment of the child relating to the problem, though not found to contribute significant impact, cannot be ignored. May be, there is also some defect in the examination system as well, in the syllabus, in the method of teaching and so on.
SOME SUGGESTIONS FOR THE PRIMARY SCHOOL TEACHERS TO PROVIDE FOR INDIVIDUAL DIFFERENCES AMONG THE CHILDREN.

To present effective learning situations to provide for individual differences, the teacher should have a clear sight about the range of variations among his pupils. He should have a clear idea about the abilities, experience, motive and interest, aptitude etc, of every individual child of his class room. In other words, he should be just like a doctor who, for proper treatment, must know every individual case under him in detail. As a doctor who first diagnose the cause of his patient's illness and then prescribe the cure, the teacher's business is, for effective academic progress of the children, to know every individual child in detail, to diagnose his individual problems and to present effective learning situations to cure his child's deficiencies. At every step, he should try to enable every child to progress without any handicap at their own speed and ability. If the mistakes are not remedied at every step, they will get fixed and cause cumulative effect, ultimately hinder his progress and achievements. By constant observation, class room tests and by application of diagnostic test, the teacher may look into the difficulties faced by each child in different aspects of different subjects and diagnose the scope for individual attention and remedial measures. Teaching in a planned manner with due attention to individual difficulties is sure to result improved achievement and reduce inconsistencies that has been observed in the academic progress of primary school children.
During presentation of a new experience the teacher should give scope to enable every child to participate in the learning situations according to one's individual ability and capacities. Duller and deficient should be asked simple questions which they can easily reply, to write sentences in the black board, to repeat answers after correctly responded by the bright children which they can very easily do and these must be invariably followed by praise and appreciation in order to encourage them engage in the process, to feel themselves self confident and interested in the subject; slowly and gradually they should be pushed to adjust with the difficulties of the subject. The average and the very bright children should be encouraged to read reference books, supplementary reading materials etc, to help them maintain their progress according to their abilities. For effective academic progress of the children, the teacher's observation into the progress of every child should be a continuous process till the end of a particular course of education.