Chapter V

Findings, Implications, and Suggestions
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The research process itself is often fascinating; sooner or later it becomes necessary to complete the study report. In the previous chapter, analysis, interpretation and discussion of results have been given. Based on the results, findings were thrashed out. Keeping in view the major findings, implications of the study have been looked into. But these findings and implications do not fit in all corners of the study, so the suggestions have been given for further research. The present chapter is devoted to the findings, educational implications of the study and suggestions for further research.

5.1 FINDINGS OF THE STUDY

1. Findings Related to Motor Skills in Mentally Challenged Children

- No significant difference was found in the mean scores of motor skills in mentally challenged children of control and experimental groups at the pre-testing stage. It means that both the groups are similar in performing the motor skills at the pre-testing stage.

- The mean scores of motor skills in mentally challenged children of experimental group children are significantly higher than that of control group at post-test stage. This implies that after the implementation of Individualized Educational Programmes in group setting, there is massive improvement in the performance of motor skills among mentally challenged children of experimental group.

- Mentally challenged children of experimental group exhibit significantly higher mean gain scores of motor skills than that of the mentally challenged children of control group.
2. Findings Related to Self-Help Skills in Mentally Challenged Children

- No significant difference was found in the mean scores of self-help skills in mentally challenged children of control and experimental groups at the pre-testing stage. This implies that both the groups have similar self-help skills at the pre-testing stage.

- The mean scores of self-help skills in mentally challenged children of experimental group have significantly higher mean scores than that of control group children at post-test stage. This leads to the inference that the subjects of experimental group exhibited better improvement in their self-help skills than their counterparts.

- Higher mean gain scores of self-help skills in case of mentally challenged children of experimental group give rise to the interpretation that the proper training in group setting may prove beneficial in the case of mentally challenged children to enable them to be independent for performing their personal activities of daily living to some extent.

3. Findings Related to Communication Skills in Mentally Challenged Children

- No significant difference was found in the mean scores of communication skills in mentally challenged children of control and experimental group at the pre-test stage. This implies that both the groups are similar in performing their communication skills at the pre-test stage.

- With respect to communication skills, mentally challenged children of experimental group have significantly higher mean scores than that of children of control group at post-test stage. This leads to the inference that the children of experimental group have improved their communication skills after getting training in group setting as compared to those of control group.

- There is significant difference in the mean gain scores of communication skills in mentally challenged children of both the groups. Higher mean gain scores in case of mentally challenged children of experimental group gives rise to interpretation that training in group setting is very beneficial in
enabling the mentally challenged children to improve their communication skills to some extent.

4. **Findings Related to Social Interaction in Mentally Challenged Children**

- At the pre-test stage, no significant difference was found in mean scores of social interaction in mentally challenged children of control and experimental group. This leads to the conclusion that both the groups of mentally challenged children performed their social interaction skills in a similar way.

- At post-test stage, the mean scores of social interaction in the subjects of experimental group are significantly higher than subjects of control group. This shows that proper training in group setting of mentally challenged children help them to rehabilitate comfortably in the society.

- Higher mean gain scores of social interaction in case of mentally challenged children of experimental group leads to the inference that systematic training in group setting is beneficial to such type of children to become them socially adequate. They could learn complex socially adaptation skills if they are trained properly and systematically.

5. **Findings Related to Functional Academic Skills in Mentally Challenged Children**

- At the pre-test stage, no significant difference was found in mean scores of functional academic skills i.e. reading, writing, numbering, time and money, in mentally challenged children of control and experimental group. This leads to the conclusion that both the groups of mentally challenged children performed their functional academic skills in a similar way.

- At post-test stage, the mean scores of functional academic skills in the subjects of experimental group are higher than subjects of control group. This shows that proper training in group setting of mentally challenged children is more beneficial to them to learn their academic skills.

- Higher mean gain scores of functional academic skills of mentally challenged children of experimental group leads to the inference that systematic training
in group setting is beneficial in enabling these children to improve their functional academic skills to some extent.

6. Findings Related to Domestic Behaviour in Mentally Challenged Children
   - At the pre-test stage, no significant difference was found in mean scores of domestic behaviour in mentally challenged children of control and experimental group. This leads to the conclusion that both the groups of mentally challenged children performed their domestic behaviour in a similar way.
   - At post-test stage, the mean scores of domestic behaviour in the subjects of experimental group are higher than subjects of control group. This shows that proper training in group setting of mentally challenged children is more beneficial to them to learn their domestic behaviour.
   - Higher mean gain scores of domestic behaviour of mentally challenged children of experimental group leads to the inference that systematic training in group setting is beneficial in enabling these children to improve their domestic behaviour.

7. Findings Related to Community Orientation in Mentally Challenged Children
   - No significant difference was found in the mean scores of community orientation in mentally challenged children of control and experimental groups at the pre-testing stage. It means that both the groups are similar in performing the community orientation at the pre-testing stage.
   - The mean scores of community orientation in mentally challenged children of experimental group children are higher than that of control group at post-test stage. This implies that after the implementation of Individualized Educational Programmes in group setting, there is an improvement in the performance of community orientation among mentally challenged children of experimental group.
Higher mean gain scores of community orientation of mentally challenged children of experimental group gives rise to the interpretation that they could learn community orientation if they are trained properly and systematically in group setting.

8. Findings Related to Recreation and Leisure Time Activities in Mentally Challenged Children

- No significant difference was found in the mean scores of recreation and leisure time activities skills in mentally challenged children of control and experimental groups at the pre-testing stage. This implies that both the groups have similar recreation and leisure time activities at the pre-testing stage.

- The mean scores of recreation and leisure time activities in mentally challenged children of experimental group have higher mean scores than that of control group children at post-test stage. This leads to the inference that the subjects of experimental group exhibited better improvement in their recreation and leisure time activities than their counterparts.

- Higher mean gain scores of recreation and leisure time activities of mentally challenged children of experimental group gives rise to the interpretation that they could learn recreation and leisure time activities if they are trained properly and systematically in group setting.

9. Findings Related to Vocational Activities in Mentally Challenged Children

- No significant difference was found in the mean scores of vocational activities in mentally challenged children of control and experimental group at the pre-test stage. This implies that both the groups are similar in performing their vocational activities at the pre-test stage.

- With respect to vocational activities, mentally challenged children of experimental group have significantly higher mean scores than that of children of control group at post-test stage. This leads to the inference that the children of experimental group have improved their vocational activities after getting training as compared to those of control group.
• There is significant difference in the mean gain scores of vocational activities in mentally challenged children of both the groups. This shows that proper training in group setting of mentally challenged children help them to rehabilitate comfortably in the society as wage earning members whether in a sheltered workshop situation or in an open placement situation.

5.2 EDUCATIONAL IMPLICATIONS

From the preceding section, it is clear that the findings of the present study are effective in enhancing the efficiency of almost all the subjects and have a variety of social and positive benefits which encourage the consideration of group experiences for students who are mentally challenged. Thus they facilitate many valuable and important educational implications for special educators, parents, siblings, local and legal guardians, school authorities, psychologists, pediatricians, counselors, social workers, doctors, psychiatrists, vocational instructors, and the community at last.

The present study revealed that implementation of Individualized Educational Programmes in group setting on learning of adaptive behaviour skills viz. Motor Skills, Self-help Skills, Communication Skills, Social Interaction, Functional Academics, Domestic Behaviour, Community Orientation, Recreation & Leisure Time activities, and Vocational activities, promotes observational learning, and facilitates maintenance and generalization among mentally challenged children. This group methodology increased peer interaction among the subjects. Use of group methodology is also supported by Oliver & Scott (1981) and Stevens & Rosenshine's (1981) who’s review of best practices found the importance of “academic engaged time” and its relationship to higher achievement levels. It was further revealed that the teaching of turn-taking increased better use of instructional time and efficient student management.

Teaching lessons to the entire class at one time increased the control of special educator as well as instructional time for each child in the class room. Special educators, thus, supervise each child throughout entire periods (i.e., all children are visible at all times), provide constant instruction (of a large group nature), and
manage students by exercising direct control. This study also revealed that systematic planning of instructions for a group can facilitate special educators for effective implementation of Individualized Educational Programmes in group setting.

In the present study, all the special educators were given instructions and guidance for implementing the Individualized Educational Programme in group setting and it was found that their teaching skills, awareness of all the special techniques & methods and having knowledge how to use instructional materials and methods effectively facilitated in implementing the IEP in group setting. Here, special educator is expected to be flexible, humorous and attractive through way of talking, fluctuation in voice and facial expressions according to the concept. She / he must have skills to co-ordinate with other members of inter-disciplinary team.

Positive benefits have also been revealed under some conditions such as, when size of groups are dependent on student’s characteristics and content taught, groups are based on current levels of specific skills, there is a combination of small group and whole class instruction.

Use of variety of behavioural techniques, teaching methods, instructional materials, stages of learning, principles of teaching and steps of concept development in the present study proved the effectiveness of teaching process in group setting. Multi-sensory approach, peer tutoring and co-operative learning methods were most effective methods of teaching in group setting as they enhanced the proficiency and maintenance of learning activities among the subjects. Salend (1990) also supported peer tutoring and to ensure its effectiveness, teacher need to monitor the programme carefully. Use of picture colouring, matching words and pictures, drawing, and picture finding etc, would be very effective instructional materials to adopt in teaching the mentally challenged.

It was observed that group consciousness developed among mentally challenged children as they learnt to participate in group activities. Language and communication have their roots in the students’ relationship to other people and this too may require a deliberate teaching strategy, at least initially. Language is very
important for social integration, academic skills (reading, writing, number, time and money), domestic, community oriented, recreational & leisure time activities and prevocational activities. Such type of children should be helped to develop their skills to the fullest extent so that their social integration and later vocational training could be facilitated.

It was also observed that in order to make the teaching effective and to create a suitable learning environment in the schools, the school authorities should have the responsibilities to provide appropriate instructional materials such as computers, educational soft wares, video games, charts and other indoor games etc. to develop effective teaching skills in group setting. The school authorities should organize Workshops, Continuing Rehabilitation Programmes and Training Programmes etc for the parents, teachers separately to update and enhance their knowledge and to familiar them from the latest development, new trends and innovations in the field. While dealing with the retarded children every effort should be put in to make the school more like a home where these children can develop their faculties to the greatest possible extent.

Parents’ involvement in the training of their mentally challenged wards constitutes one of the most significant developments in the field of special education. They also need to be aware of the precise teaching methods and strategies being used by the teachers and other professionals to achieve any particular teaching goal.

Thus the parents and teachers need to work together in planning the next developmental step and to remain alert to signs from the child that he may be ready to respond in teaching designed plan to help him in acquiring new skills.

Now, by accepting the fact that the educational progress in the field of mental retardation has been very slow in our country, more emphasis should be laid on research in this field. Hence it is obvious that the present study makes a significant contribution towards the growth of education and training of the mentally challenged persons in the country.
5.3 SUGGESTIONS FOR THE FURTHER RESEARCH

Due to paucity of time and resources at the disposal of the investigator, all the aspects of the problem cannot be expected to deal with. Therefore, the present study opens up certain avenues for further research which are briefly listed below:

1. The present study was delimited to mentally handicapped children with IQ 35 to 49. There is a need to carry out this study on mentally handicapped children with different IQs i.e 50 to 69 and 20 to 34.

2. The present study was delimited to mentally handicapped children of age group 7 to 10 years (primary-II group). Similar study can be conducted on mentally handicapped children of different age groups i.e. 3 to 6 years (pre-primary), 11-14 years (secondary), 15-18 years (pre-vocational-I & II)

3. Similar study can also be conducted on mentally handicapped children in relation to their demographic variables such as gender, locality, socio-economic status etc.

4. Similar study can be conducted on the mentally handicapped children having additional disabilities such as visual impairment, hearing impairment, orthopedic disabilities etc.

5. The present study was conducted on a few districts located in Haryana. Similar study can also be extended to other districts and states.

6. Similar study can also be conducted to see the impact of behaviour modification programme on learning of functional skills in mentally retarded children.

7. Similar studies can also be conducted to see to effect of Individualized Educational Programme in inclusive set-up (group of handicapped and non-handicapped) on learning of adaptive behaviour skills in mentally handicapped children.

8. Similar studies can also be conducted to see the effect of co-operative learning on the academic achievement of students with mental retardation in inclusive set-up.
9. Similar studies can also be conducted to see the effect of classroom organization and management on the development of daily schedules and instructional lesson plans for mentally challenged persons.

The list which has been given above is, however, not exhaustive, but illustrative. There are vast areas in this field, which have been so far remained unexplored and any attempt to delve deep in them may both be rewarding and instructive. If the present study is able to provide thinking in this direction, the efforts of the investigator would have been amply rewarded.