# CHAPTER - 6

**MAJOR FINDINGS, IMPLICATIONS AND SUGGESTIONS**

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6.1 MAJOR FINDINGS

After making an analysis and interpretation of the data, the following findings have been drawn from the present study. The findings of the present study are divided under the following heads –

1. Emotional Adjustment of Normal and Visually Impaired Adolescent Students.
2. Self-concept of Normal and Visually Impaired Adolescent Students.
3. Self-concept of Normal and Visually Impaired Adolescent Students with respect to different dimensions – behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness and satisfaction.
4. Relationship between self-concept and emotional adjustment of normal adolescent students.
5. Relationship between self-concept and emotional adjustment of visually impaired adolescent students.

6.1.1 Emotional Adjustment of Normal and Visually Impaired Adolescent Students.

In the present study the emotional adjustment of normal and visually impaired adolescent students are compared from three major points of view. The findings are –

1. Normal and visually impaired adolescent students differ significantly from each other with respect to emotional adjustment. The emotional adjustment scores of NAS are (N=100, M=46.85, SD=4.87) and VIAS are (N=100, M=43.26, SD=4.95). The mean difference between normal and visually impaired adolescent student is (t=3.66). It is significant (2.58 at 0.01 level of
significance). So, the result shows that the emotional adjustment of normal and visually impaired adolescent students are not same.

2. The normal and visually impaired adolescent boys also differ with respect to emotional adjustment. The emotional adjustment scores of NAB are (N=50, M=45.78, SD=5.20) and VIAB are (N=50, M=44.0, SD=4.70). The mean difference between the two group is (t=2.61). It is significant at (0.01 level of significance). So, the null hypothesis that normal and VIAB do not differ significantly is found to be wrong and it may be inferred that normal and VIAB differ significantly from each other with respect to emotional adjustment.

3. In another comparison the emotional adjustment of normal adolescent girls differ from visually impaired adolescent girls. The emotional adjustment scores of NAG are (N=50, M=47.48, SD=4.98) and VIAG are (N=50, M=43.00, SD=4.79). The mean difference between both the group is (t=4.91). It is significant (at 0.01 level of significant). So, the result shows that there is vast difference between normal and visually impaired adolescent girls with respect to emotional adjustment.

6.1.2 Self-Concept of Normal and Visually Impaired Adolescent Students

One of the major objectives of the present investigation was – to compare the self-concept of normal and visually impaired adolescent students. The findings of these objectives are –

1. The self-concept of normal and visually impaired adolescent students do not differ. The self-concept score of NAS are (N=100, M=56.20, SD=6.92) and VIAS are (N=100, M=55.25, SD=6.05). The mean difference between both
the group is \( t=0.73 \). So, the result is not significant and it may be inferred that concept about oneself of normal and visually impaired adolescent students are same.

2. The normal and visually impaired adolescent boys are same with respect to self-concept. The NAB have \((N=50, M=56.28, SD=6.08)\) and VIAB have \((N=50, M=55.88, SD=5.75)\) self-concept score. The mean difference is \((t=0.39)\). So, the calculated value is less than the table value (1.96 at 0.05 level). Thus, it may be inferred that normal and visually impaired adolescent students do not differ in self-concept.

3. The self-concept of normal and visually impaired adolescent girls are also same. The scores of NAG are \((N=50, M=56.06, SD=6.92)\) and VIAG are \((N=50, M=54.00, SD=6.14)\). The mean difference is \((t'=1.54)\). So, it is not significant and the result shows that there is no significant difference between normal and visually impaired adolescent girls with respect to self-concept.

6.1.3 Self-Concept of Normal and Visually Impaired Adolescent Students with respect to Different Dimensions

The self-concept of normal and visually impaired adolescent students are compared from following points of view.

6.1.3.i Behaviour
6.1.3.ii Intellectual and School Status
6.1.3.iii Physical Appearance and Attributes.
6.1.3.iv Anxiety.
6.1.3.v Popularity
6.1.3.vi Happiness and Satisfaction
6.1.3.1  Self-Concept of Normal and Visually Impaired Adolescent Students with respect to Behaviour.

1. Self-concept of Normal and Visually Impaired Adolescent Students differ significantly with respect to behaviour. The self-concept scores of NAS are (N=100, M=10.78, SD=1.47) and VIAS are (N=100, M=10.16, SD=1.36). The mean difference between normal and visually impaired adolescent student is (t=2.19). It is significant (1.96 at 0.05 level of significance). So the result shows that there is significant difference between normal and visually impaired adolescent students with respect to self-concept on behaviour.

2. Self-concept of Normal and Visually Impaired Adolescent Boys also not same with respect to behaviour. The self-concept scores of NAB are (N=50, M=10.76, SD=1.41) and VIAB are (N=50, M=9.94, SD=1.17). The mean difference between normal and visually impaired adolescent boys is (t=2.92). It is significant (2.58 at 0.01 level of significance). So the result shows that there is significant difference between normal and visually impaired adolescent boys with respect to self-concept on behaviour.

3. Self-concept of Normal and Visually Impaired Adolescent Girls are also differ from each other with respect to behaviour. The self-concept scores of NAG are (N=50, M=10.82, SD=1.44) and VIAG are (N=50, M=10.14, SD=1.25). The mean difference between normal and visually impaired adolescent girl is (t=2.64). It is significant (2.58 at 0.01 level of significance). So the result indicate that self-concept of normal and visually impaired adolescent girls differs with respect to behaviour.
6.1.3.ii Self-Concept on Intellectual and School Status

1. Self-concept of normal and visually impaired adolescent students do not differ with respect to intellectual and school status. The mean difference among the group is \(t = 0.35\).

2. Self-concept of normal and visually impaired adolescent boys do not differ with respect to intellectual and school status. The mean difference among the group is \(t = 0.11\).

3. Self-concept of normal and visually impaired adolescent girls do not differ with respect to intellectual and school status. The mean difference among the group is \(t = 0.13\).

6.1.3.iii Self-Concept on Physical Appearance and Attributes

1. Self-concept of normal and visually impaired adolescent students do not differ from each other with respect to physical appearance and attributes. The mean difference among the group is \(t = 1.82\).

2. Self-concept of normal and visually impaired adolescent boys do not differ from each other with respect to physical appearance and attributes. The mean difference among the group is \(t = 1.10\).

3. Self-concept of normal and visually impaired adolescent girls do not differ from each other with respect to physical appearance and attributes. The mean difference among the group is \(t = 1.39\).
6.1.3.iv Self-Concept on Anxiety

1. Self-concept of normal and visually impaired adolescent students do not differ from each other with respect to anxiety. The mean difference among the group is (t=1.39).

2. Self-concept of normal and visually impaired adolescent boys do not differ from each other with respect to anxiety. The mean difference among the group is (t=1.02).

3. Self-concept of normal and visually impaired adolescent girls do not differ from each other with respect to anxiety. The mean difference among the group is (t=1.19).

6.1.3.v Self-Concept on Popularity

1. Self-concept of normal and visually impaired adolescent students differ with respect to popularity. The mean difference among the group is (t=3.96).

2. Self-concept of normal and visually impaired adolescent boys do not differ with respect to popularity. The mean difference among the group is (t=1.43).

3. Self-concept of normal and visually impaired adolescent girls differ significantly with respect to popularity. The mean among between the group is (t=2.58).

6.1.3.vi Self-Concept on Happiness and Satisfaction

1. Self-concept of normal and visually impaired adolescent students do not differ with respect to happiness and satisfaction. The mean difference among the group is (t=1.07).
2. Self-concept of normal and visually impaired adolescent boys do not differ with respect to happiness and satisfaction. The mean difference among the group is (t=1.14).

3. Self-concept of normal and visually impaired adolescent girls do not differ with respect to happiness and satisfaction. The mean difference among the group is (t=0.22).

6.1.4 Findings Related to Relationship between Self-Concept and Emotional Adjustment Scores of Normal Adolescent Students

1. Having high self-concept and having high emotional adjustment of normal adolescent students have negative and very low relationship. (r = -0.14). So, it is not significant.

2. There is a positive but negligible relationship between having average self-concept and average emotional adjustment (r = 0.11) of normal adolescent students. Though it is positive but not significant.

3. Normal adolescent students shows negative and negligible relationship in between having low self-concept and low emotional adjustment (r =-0.04). It is not significant.

6.1.5 Findings Related to Relationship between Self-Concept and Emotional Adjustment Scores of Visually Impaired Adolescent Students

1. Having high self concept and high emotional adjustment of visually impaired adolescent students shows positive but very low relationship(r = 0.24).

2. Having average self concept and average emotional adjustment of visually impaired adolescent students shows positive and low relationship(r = 0.30).
3. Having low self concept and low emotional adjustment of visually impaired adolescent students show positive and barely average relationship ($r= 0.33$).

6.2 IMPLICATIONS OF THE FINDINGS

Education as a social science is concerned with many factors in the society. So, when the question of implication comes to the field of educational research, it is required to analyse the whole educational system prevailing in that society taking concerned about the aims, objectives, resources as well as existing social context. Moreover it cannot be said that whatever a particular research finding explore can be directly applicable to the prevailing system of educational set-up. It is not so much easy to proceed directly from theory to practice or vice-versa. Most of the research findings in social sciences thus have indirect implications.

The present study is based on comparison of self-concept and emotional adjustment of normal and visually impaired adolescent students of Assam. This study can be regarded as first of its kind in the entire north-eastern region. Hence, the findings of this study cannot be generalized. More research in this area is needed including a large number of samples drawn from the same environment but extended to wider areas to make the findings of the present study generalized.

The impetus for both integration and inclusion comes largely from a concern for the rights of children and young people with special educational needs. It is paradoxical, that the moment we think of providing resources for equal access, it inevitably results in identification leading to segregation of those children who are different and have special educational needs.

The movement towards inclusive schooling gained momentum with the World Declaration of Education for All (1990) at Jomtein wherein it was emphasized that the
learning needs of the disabled demand special attention within the framework of education for all. In 1994 at the World Conference at Salamanca a Framework for Action was adopted that promoted integration and participation of persons with disabilities to combat exclusion.

In India, the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 enjoins upon the Government to ensure that every disabled child has access to free education in an appropriate environment till the age of 18 years and interalia provides for setting up of special schools facilitation for imparting special education and education through open schools/universities to disabled children, organizing teacher training programmes, taking steps for adaptation of curriculum, reform of examination system, promoting research and providing various facilities to disabled children.

However, the present study found to have some educational implications for the teachers as well as the parents and for those who are associated with the education of children and adolescent, especially with inclusive education. It is general belief that there is vast difference between normal and disabled children and adolescent with respect to their psychological world. But the result of the present study revealed that there is not vast difference between normal and disabled children. They are almost same with respect to their self-concept and emotional adjustment. So, the findings of the study will be helpful for the inclusive setting of school system.

There is a substantial evidence to link both student school behaviour and achievement to their feelings about themselves. Many different experiences ultimately influence how an individual feels about himself. What happens to young stars as they go through school must certainly rank as one of the most important experiences in
their lives. Depending upon what occurs in schools, children and adolescent learn that they are able or unable, adequate or inadequate. The 'self' is learned and what is learned can be taught (Hamacheck, 1978). As such its effects are enormously far reaching. How children and adolescents do is related to how they link think they can do, schools play a considerable role in shaping the direction of that attitude.

The developing concept of self is important not only for the child’s effectiveness as a learner, but also for his mental health. Therapists have come to recognize the importance of the self-concept. Olson and Wattenberg (1955) stated that mental health is dependent upon the strength of ego, the wholesomeness of the self-concept. As psychoanalysts gain more experience with children as contrasted with adult neurotics, they have more and more stressed understanding of ego psychology. Mean while, the proponents of the client centered counseling, led by Carl Rogers have found their work consisting largely of helping clients gain a self-concept which leads to inner harmony.

Another implication of the present study is that the testing programmes of schools, which have been directed toward measures of intellectual achievement and interest, might well direct themselves toward more effective ways of acquiring access to an understanding of the self. Teachers and administrators should be encouraged to collect full and more effective anecdotal records. Methods of developing feelings adequately in the child through encouragement, love, and guidance should be utilized at all levels (Dinkmeyer, 1965).

As the child matures, external stimuli are increasingly subordinated to the control of perception and the central process and socio-emotional adjustment. A consideration of the area of perceptual development is increasingly important for
educators in order to affect significantly the child’s and adolescent’s development. His perception must be considered as fundamental to the educational process.

Another implication of the present study is that the parents should be helped to recognize that each child is unique and functions in terms of his self-concept. Ways to create better relationship between parent and children should be devised so that the true understanding is promoted.

In conclusion, it may be said that the interest of educators has increasingly focused on the self-concept, for it bears to be a valuable tool in the further investigation of psychological factors which influence learning and development (Jersild, 1952). Specifically, the self-concept can be used in education-

(a) As a psychological construct which enables teachers, counselors, parents and others to achieve with training deeper understandings and insights into the behaviour and development of children,

(b) As a vital and important aspect of learning and development which the school through its education processes seeks to promote and foster in every child.

6.3 LIMITATIONS OF THE STUDY AND SUGGESTION FOR FUTURE RESEARCH

Search for knowledge is a never ending process. No research study undertaken with certain variables can be regarded as complete particularly in social sciences due to various constraints. In the present study inferences are made on the basis of self-report responses made by subjects, as is the system for indexing constructs involving subject’s phenomenal fields or phenomenal self. But this method has some definite limitations. As has been rightly pointed out by Wylie (1974) that phenomenologist would like to ensure that subject’s self-report responses are determined by his
phenomenal field. However, we know that it would be naive to take this for granted. Since it is obvious that such responses may also be influenced by (a) Subject’s interest to select what he wishes to reveal to the ‘Experiment’, (b) Subject’s intent to say that he has attitudes or perceptions which he does not have, (c) Subject’s response habits particularly those involving introspection and the use of language, (d) a host of situational and methodological factors which may not only induce variations in (a), (b) and (c), but may exert other more superficial influences on the responses obtained. In the present study utmost care was taken to establish proper rapport between the subjects and the investigation.

The present study was undertaken with the following limitations, with the basis of which the following suggestions has been made –

(1) The present study was concerned with self-concept and emotional adjustment of normal and visually impaired adolescent students of Assam with total number of 200 adolescent students. The sample were selected only from 06 (six), special schools meant for visually impaired and 06 (six) general schools situated near that special schools. Hence, extensive study comparing self-concept and emotional adjustment of normal and visually impaired adolescent students can be done by taking large number of sample to make the study real and factual as well as to make the findings of the study generalized to the entire population of that age group of adolescents of North-East India.

(2) The limitations of any work stems from its method of data collection, the present study falls under cross sectional growth studies where the data were collected at one time from samples of subjects of adolescence stage. Through it has advantage of involving less time and expense, yet this type of study is not as effective as the
longitudinal study in revealing individual variation in growth” (Englehart, 1972). Therefore, suggestions are put forward for longitudinal indepth study approach on the same variables.

(3) The present study has been done on normal and visually impaired adolescent students. Studies can be done on the adolescents of different sub-cultures like tribal non-tribal, having different religions as well as the children coming from different professional background rural and urban.

(4) The present study was not designed to find out the gender differences independent variables taken into consideration. Studies can be done to find out the mean differences between normal adolescent boys and girls, visually impaired adolescent boys and girls, normal boys and visually impaired girls and visually impaired boys and normal girls with respect to emotional adjustment and self-concept.

(5) In the present study only emotional adjustment of the adolescent students was studied. Studies can be done to find out total adjustment i.e., social emotional and educational adjustment of adolescent students.

(6) In the present study, visually impaired adolescent students were compared with normal adolescent students with respect to self concept and emotional adjustment. Studies can be done to compare the normal and hearing impaired, normal and orthopaedically challenged normal and speech impaired, visually impaired and hearing impaired, visually impaired and orthopaedically challenged etc.

(7) Studies can be done to find out peer behaviour and adjustment of visually impaired adolescents attending special and integrated schools in Assam.

(8) Studies can be done to find out the impact of disability on the family and needs of families of disabled children.