5.1 FINDINGS AND CONCLUSIONS

5.1.1 Based on ‘t’ test

(i) Self-concept

- The result obtained on comparison of inclusive students (group I) with exclusive students (group II) on self-concept indicates that the visually challenged students studying in inclusive schools have higher self-concept as compared to their counterparts in exclusive schools. The ‘t’ values obtained for all the dimensions of self-concept are significant at .01 level. Likewise the ‘t’ value obtained for SC -TOT is also indicating that Group I differs significantly from Group II. This finding indicates that the inclusive school ambience exerts a positive impact on the self-concept of visually challenged students.

- It has been found that the self-concept of male students placed in inclusive schools (group I) is significantly higher than that of their exclusive counterparts (group II) on all the dimensions of self-concept as well as for total self-concept. This again confirms the impact of school setting on male visually challenged students’ self-concept.

- The ‘t’ ratios have also been found significant (at .01 level) on all the dimensions of self-concept of females belonging to group I. The ‘t’ value on total self-concept is also in the same direction. These results lead the investigator to conclude that the school climate contributes significantly to the self-concept of female visually challenged students.
No significant difference was found between male and female visually challenged students (irrespective of school setting) on self-concept. However, the ‘t’ ratio has been found significant (at .05 level) when male students were compared with their female counterparts on physical self-concept. On the contrary female students are having higher moral self-concept than males. But for total concept (SC-TOT) the ‘t’ value came out to be .05 which is not significant. Thus it can be said that gender has no significant impact on the self-concept of visually challenged students.

(ii) Emotional Intelligence

The investigator found a significant difference between group I and group II on emotional intelligence. The ‘t’ values obtained for different aspects of emotional intelligence (E₁, E₂, E₃ and E₄) are significant at .01 level. Moreover the ‘t’ value calculated for total emotional intelligence (E-TOT) is also significant at the same level. It indicates that students placed in inclusive schools are emotionally more intelligent than their counterparts in exclusive schools.

The male students of group I differ significantly with their group II peers on emotional intelligence. The ‘t’ ratios for different aspects of emotional intelligence and for total emotional intelligence are significant at .01 level depicting that group I males have better emotional intelligence than group II males.

Group I and group II female students differ significantly on all the aspects of emotional intelligence as well as for E-TOT. This result is also in corroboration with the above mentioned two results for emotional intelligence of group I and group II. These findings lead to conclude that the school setting plays a significant role in determining emotional intelligence of female visually challenged students.
The investigator found no significant difference between male and female visually challenged students (irrespective of school setting) on emotional intelligence. However the ‘t’ value obtained on E1 is significant (.01 level) indicating that male students have better intra-personal awareness than their female counterparts. On the contrary girls differ significantly from boys on E2, E3 and E4 aspects of emotional intelligence. However the difference between the male and female students is not significant even at .05 level so far as the overall emotional intelligence i.e. E-TOT is concerned. This result indicates that gender has no impact on emotional intelligence of visually challenged students.

(iii) Academic Anxiety

- No significant difference was found between group I and group II on academic anxiety. Thus it can be concluded that the students placed in inclusive and exclusive school setting have the same level of academic anxiety.

- The male students of group I and group II are also equal so far as their academic anxiety is concerned. It depicts that school setting does not contribute significantly to the academic anxiety of male visually challenged students.

- Female students placed in exclusive schools (group II) were found to be academically more anxious than their inclusive counterparts (group I). So it can be concluded that special school environment creates anxiety for academics among female visually challenged students.

- The male and female students (irrespective of school setting) were found to be significantly different on academic anxiety. The female students were academically more anxious than their counterparts. Thus, it can be said that gender contributes significantly to the academic anxiety of visually challenged students.
A perusal of above results leads the investigator to conclude that school setting has a significant impact on self-concept and emotional intelligence of visually challenged students. The students placed in inclusive school setting possess better self-concept and are emotionally more intelligent than those of placed in exclusive school setting. Similar results have been obtained for male and female students of both the groups on these two variables. On the contrary the results indicate that school ambience has no effect on academic anxiety but it influences the academic anxiety of female students significantly. Moreover significant gender difference has been found on academic anxiety.

5.1.2 Based on Coefficient of Correlation

(i) **Group I**

The coefficient of correlation between scholastic achievement and self-concept came out to be positively significant for group I students. Moreover the relationship between achievement and emotional intelligence is also in the same direction while the scholastic achievement and academic anxiety have not been found to be related to each other. Therefore it can be said that the visually challenged students with higher self-concept achieve better in inclusive schools. The students whose emotional intelligence is higher perform better in academic areas. The variables (academic anxiety and scholastic achievement) are independent of each other in inclusive school setting.

(ii) **Group II**

The investigator found significant positive relationships of scholastic achievement with self-concept, emotional intelligence and academic anxiety for group II. Thus it can be concluded that higher self-concept, emotional intelligence and academic anxiety lead to
better scholastic achievement of the visually challenged students placed in exclusive schools.

(iii) **Total Sample**

The values of correlation coefficients for self-concept, emotional intelligence and academic anxiety with scholastic achievement have been found positive and significant for the total sample (irrespective of school setting). The conclusion is that by enhancing the self-concept, emotional intelligence and academic anxiety of visually challenged students irrespective of educational placement their scholastic achievement can be raised.

(iv) **Males**

It was found that self-concept and emotional intelligence of male visually challenged students have significant positive relationships (at .01 level) with their scholastic achievement but no such correlation was found between academic anxiety and achievement of male students. Therefore, the investigator concludes that irrespective of their educational placement the male students with higher self-concept and emotional intelligence perform better in schools while relationship between academic anxiety and achievement for these students is independent of each other.

(v) **Females**

It is clear from the results that no significant relationship has been found between self-concept-achievement, emotional intelligence-achievement and academic anxiety-achievement for female students irrespective of their school setting. The investigator concluded that all these variables are not related and are independent of each other.
The results presented above reveal that the variables self-concept and emotional intelligence are positively and significantly related to scholastic achievement of visually challenged students whether they are placed in inclusive schools or exclusive schools. The same trend of relationship was found for the total sample (irrespective of school setting) as well as male visually challenged students. However for female students these variables are independent of each other. Moreover so far as the relationship of academic anxiety with achievement is concerned, it can be concluded that these variables are related for exclusive school students and for the total sample (irrespective of school setting) as well. On the contrary for inclusive school students and male and female students irrespective of their educational placement academic anxiety and scholastic achievement are independent of each other.

5.1.3 **Based on Multiple Regression Analysis**

(i) **Group I**

The three independent variables self-concept, emotional intelligence and academic anxiety are inter-correlated with each other significantly for group I. Self-concept and emotional intelligence has significant positive relationship to each other while correlation of these two variables with academic anxiety is negative and significant. Out of all the dimensions of the independent variables only SCA and SCD came out to be the significant predictors of scholastic achievement. Similarly when combined impact of SC, EI and AA was analyzed only SC-TOT has been identified as the most important contributor to the variance in achievement of students. It leads to conclude that in the case of visually challenged students placed in inclusive school setting physical and
educational self-concept and self-concept as a whole have a determining role in their scholastic achievement.

(ii) **Group II**
For group II the self-concept and emotional intelligence have been found to be correlated to each other positively and significantly. The relationship of self-concept and emotional intelligence with academic anxiety is negative but insignificant. The results indicate that among all the dimensions of the variables under study only E₄, SCB and AA came out to be as potential predictors of scholastic achievement of students. When these variables taken as a whole and their combined contribution was analyzed to know the variance in achievement of students placed in exclusive schools it was found that three of them (SC-TOT, AA and E-TOT) have contributed to predict the scholastic achievement but in a different way. From this result the investigator inferred that academic achievement of visually challenged students placed in exclusive schools can be predicted on the basis of their self-concept, emotional intelligence and academic anxiety and more particularly from their intra-personal management of emotions, social self-concept and academic anxiety.

(iii) **Total Sample**
The inter-correlation among self-concept, emotional intelligence and academic anxiety for total sample irrespective of school setting has been found significant. There exists a significant positive relationship between self-concept and emotional intelligence. The correlation between self-concept and academic anxiety has been found significantly positive while for emotional intelligence and academic anxiety it is significantly negative. Through regression analysis the dimensions E₄, SCF, SCA, AA, SCE and E₂ have been
identified as the most potential predictors of achievement. On the other hand combining all the three independent variables (taken as whole) only two i.e. emotional intelligence (E-TOT) and academic anxiety (AA) came out to be significant determiners of achievement. On the basis of these findings it can be concluded that without considering the educational placement, emotional intelligence and academic anxiety play their roles significantly in determining the scholastic achievement of visually challenged students.

(iv) **Males**

The male visually challenged students’ self-concept and emotional intelligence has positive and significant relationship. The correlation between self-concept and academic anxiety has been found insignificant. Emotional intelligence and academic anxiety has significant negative relationship. The results of regression analysis indicate that among all the dimensions of independent variables only SCB has been identified as the most potential predictor of the achievement of male students. Moreover among all the three predictor variables when taken as a whole only SC-TOT has been found out to contribute significantly to predict achievement. This result leads the investigator to conclude that achievement of the male visually challenged students (irrespective of school setting) can be predicted on the basis of their self-concept particularly social self-concept.

(v) **Females**

Inter-correlations among self-concept, emotional intelligence and academic anxiety obtained for female students are also significant. Self-concept and emotional intelligence are in significant positive relationship. The correlation between self-concept and academic anxiety has been found negative and significant. There is a significant negative relationship between emotional intelligence and academic anxiety. The results based on
regression analysis portray that among all the dimensions of independent variables only SCF and SCA came out to be as the best predictors of achievement but surprisingly when combined no variable as a whole has been found as significant predictor of scholastic achievement for the female visually challenged students irrespective of their educational placement. Therefore the investigator concludes that the scholastic achievement of female students can be predicted on the basis of only two dimensions of self concept i.e. Intellectual Self-concept and Physical Self-concept while self-concept, emotional intelligence and academic anxiety as a whole do not determine the scholastic achievement of female visually challenged students irrespective of their educational placement.

The findings based on multiple regression analysis revealed that all the three independent variables in combined form have the potential to predict the scholastic achievement of visually challenged students in some way or the other. Self-concept has been found to have the potential to predict achievement of students belonging to inclusive schools, exclusive schools and for male students (irrespective of school setting) also. Besides, emotional intelligence and academic anxiety have been identified as significant predictors of achievement in exclusive schools and for the total sample irrespective of school setting. Further the investigator opines that the scholastic achievement of female visually challenged students without considering their educational placement cannot be predicted on the basis of any of the three variables under study.
5.2 EDUCATIONAL IMPLICATIONS

The present investigation needs to be viewed in the context of a larger body of research in the field of special education. It establishes the self-concept, emotional intelligence and academic anxiety among strong correlates of scholastic achievement of visually challenged students. Therefore one can rely upon the above mentioned variables to predict the level of achievement of these students. Moreover this study has demonstrated noteworthy effect of educational placement on visually challenged students’ self-concept and emotional intelligence. The impact of gender on the level of academic anxiety has also been noticed as significant. The investigator proposes the following educational implications in the light of the findings of the present study:

(i) Self-Concept

The results of the present investigation indicate that self-concept is one of the most important variables which have the prognostic value for achievement of the students. Therefore it needs to be enhanced to achieve the desirable performance by the students. Parents, teachers, peers, counselors and society members are the significant persons in a child’s life. Parents can play a vital role in the life processes of visually challenged children. Parents are suggested not to be shocked the moment they come to know that their child is visually impaired rather they need to be courageous to face the hardships related to the condition of the child. Like any normal child, the visually challenged child also needs love and warmth from parents. The children should be brought up with affection and care right from the beginning just to provide them a least restrictive home environment so that they can cope up with the sighted world in a better way. To serve the
purpose parents need to Study the Psychology of their special need child which helps a lot in overcoming the difficulties created by vision impairment. It will not be exaggerated if it is said that among all the traits of personality the self-concept is of prime importance. Needless to mention that it directly affects the child’s growth and development pattern and shapes his/her future personal, social as well as academic life. Therefore to raise the self-concept, the visually challenged children should also be provided with the opportunities to have all types of experiences and challenges in life. Parents should not treat their visually challenged child as a different one rather like his/her siblings and behave with them like their friends, moral supporters and helpers as well. They should motivate their visually challenged children to participate in games and interact with their sighted friends in neighborhood. It will inculcate feeling of security, self-acceptance, self-confidence etc. in children which help in nurturing their self-concept.

The role of teachers in enhancing self-concept is also very decisive. The teachers have great challenges to help children to develop positive self-image. This requires that teachers themselves should have high self-concept and well aware about the psychology of visually challenged students. They must avoid lowering their students’ academic demands and expectations. The best solution for this is that at the time of recruitment the teachers Genuinely Willing to serve special need students should be selected. Apart from this teachers need to be Specially Trained and Sensitized to the welfare of this population. During their service it should be mandatory for them to attend refresher courses, orientation programmes and workshops etc. to update themselves with the latest teaching contents and pedagogies to deal with the specific educational needs of visually challenged students. The teachers are supposed to provide these students varied
opportunities to capitalize their strengths and to compensate for failures in one area by successes in others. Teacher-child interaction is very crucial to gain and share information, learning new techniques to deal with diverse needs of students and to develop positive attitude to resolve various problems of these students. The teachers should explore abilities and potentials of visually challenged students beyond the vision disability by providing them equal opportunities to participate in different activities. It will foster the sense of self-worth among these students. The development of a positive self-concept seems to be facilitated when teachers’ standards for evaluating student achievement are based on individual norms rather than on social comparison. The teachers teaching visually challenged students are suggested to make curricular and educational provisions and especially that they should focus their attention on developing the dimensions of self-concept (educational, social, physical). Collaborative efforts of regular teachers, special teachers, resource persons, community members and parents will enable them to understand different personality as well as educational aspects of these students.

Apart from teacher-child relationship, child-to-child relationship is also very vital for sensitization as well as positive orientation of peers towards their visually challenged counterparts. It will enhance mutual co-operation, acceptance and valuing of diversities among students which leads visually challenged towards better adjustment in school and in different life situations as well. This feeling of self-efficacy will improve their level of cognitive functioning and academic performance.

Counselors ought to make efforts to develop positive thinking and help them to recognize their abilities beyond this disability. They should offer visually challenged students
necessary guidance related to their personal, academic and vocational problems. It will assist them to face challenges of life, raise their level of confidence, self-esteem and finally lead them to develop a positive self-concept which in-turn result not only in academic success but success in all spheres of life also.

The government should promote such educational policies that ensure early educational intervention of visually challenged children. The policy of Parental Involvement in the education of children is suggested to be endorsed by the government. This includes their involvement in inspection process, information about annual reports, prospectus etc. Moreover, parents’ visits to schools, discussions with teachers must be made inevitable by the government. The policy makers are required to include special education as an integral part in general teachers’ training system. The curriculum framers should take into account vision problems of these students and modify the curriculum accordingly to their needs. Above all the monitoring of the policies becomes a must to avoid the dilution of the legislative guidelines.

The non-government organizations are suggested to be responsible to sensitize the society and spread awareness about the educational needs of these children and also how to meet these needs. Emphasis should also be laid on the fact that they deviate only in vision sense otherwise they are like their sighted peers. This may lead the society to have the knowledge of their strengths and potentials. In addition to this the government and voluntary agencies, have to work in a coordinated manner to bring these individuals in the mainstream and help them to find a respectable place into the society which will certainly raise their self-concept. In this regard the media can play the central role in changing the attitude of the society that visually challenged individuals also can
successfully live in this competitive world. They don’t need just sympathy; rather they need to be identified with their potentials, skills etc. so that by harnessing these skills they became able to lead an independent and normal life.

(ii) **Emotional Intelligence**

Further on the basis of the findings the investigator intends to recommend the nurturing of emotional intelligence in totality and some of its dimensions as well since EI has been proved as one of the potential predictors of scholastic achievement for the children placed in exclusive school ambience. Needless to say that parents are essential part of a child’s environment. They play the role of a major force in shaping child’s emotions that directly affects his/her output in the field of education. They are suggested to develop a sense of self-worth in their children and also capability of doing things in various life situations including education. Parents need to develop the attitude of ‘I can!’ among their wards which may lead them to learn, grow and cope with life’s frustrations and inevitable problems related to the lack of vision sense. Therefore parents must learn about Good Parenting. They should develop resilience especially in their children who have lost their vision. This will help the children developing the ability to recover from or adjust easily to misfortunes or unremitting life stress. Moreover parents are suggested to validate these children’s feelings which help the children acknowledging and accepting their unique identity and individuality. Suffice is to say that Validation is a skill which first of all parents have to learn. Only then they can to some extent nurture children’s emotional intelligence. Besides, it is essential for them to encourage the Emotional Honesty so that children may feel free regarding the expression of their true feelings. Undoubtedly, the investigator opines that parents should be emotionally literate. Children may have some
unmet emotional needs such as to be appreciated, feel important, valued, accepted, understood and cared about. To meet these needs parents must learn rearing practices of these children so that children’s emotional intelligence can be enhanced to the maximum level.

The moment the child enters the school he/she finds teachers there as substitute of parents. Teachers need to know that emotional intelligence can matter a lot than cognitive intelligence in one’s academic life. In other words, EQ plays a significant role for all-round success in life. Sometimes it is found that in spite of academic brilliance people are socially not so successful because of low level of emotional intelligence. Keeping this in view teachers should endeavor to make the child Heart Smart not only book smart. Children should be taught at school some specific emotional abilities like-how to reduce stress, deal with challenges, use humor, connect emotions, and resolve conflicts with confidence so that they can recognize and manage their own as well as others emotions. To serve the purpose teachers need to learn strategies to boost up emotional intelligence. This may help the children to develop positive emotions, cope up with negative emotions, become confident, and have high self-esteem and feeling of gratitude.

Government should come forward to establish guidance and counseling centres at each and every school. Group counseling sessions may be arranged there which can help a lot in nurturing emotional intelligence of students. Apart from this Parent-Teacher Association should be instituted and made mandatory so that parents may feel free expressing the problems related to the education of their wards. This will help both the parents as well as teachers in receiving the feedback regarding the emotional development and educational performance of students.
(iii) **Academic Anxiety**

The glimpse of findings clarifies that combined with other factors academic anxiety has the potential to predict the scholastic achievement for the students belonging to only exclusive schools. Further its prognostic value has also been proved when the students of both the school climates were combined. This implies that this factor can never be ignored if one is concerned with the performance of students at school. Needless to say that academic anxiety develops due to a large number of factors including especially stress and pressure related to studies whether at school or home. It is very obvious among all the significant people in a child’s life parents and teachers become more responsible for maintaining the moderate level of academic anxiety in students.

Today’s era is an era of neck to neck competition. Parents expect from their child beyond his/her abilities, capabilities, interests, aptitude and so on. In this situation a child may feel unable to fulfill his/her parents own desires and high expectations. To solve this problem as mentioned in preceding pages the parents need to learn Parenting Skills. Through this they will have the knowledge of different strategies of reducing high level of academic anxiety and maintain it judiciously. Parents are suggested to use relaxation techniques with their children such as repetition of a specific phrase- ‘I am calm, at ease and I have an open mind’. This will help a lot the students in finding themselves in stress-free educational situations and enhancing their scholastic achievement to the optimal level. Moreover the parents are required right from the beginning to reinforce their children during and after study sessions. Besides they should know the advantages of physical exercises including deep breathing and encourage their children for doing them. Above all children should be made realized the fact that their vision impairment will not
be any hurdle in their whole life unless they co-operate their parents in the form of obeying and following the suggestions given by them.

It is quite exigent for the teachers who teach visually challenged children as far as the academic anxiety of these children are concerned. Teachers are expected to create ‘Psychologically Safe Classrooms’ where the students can be dealt according to their special educational needs. Apart from this for exposing the problems and difficulties in the field of education felt by parents and teachers it is the need of the hour to establish compulsorily the Parent -Teacher Associations by the school authorities.

The efforts made by parents and teachers for upholding the moderate level of academic anxiety may never be fruitful unless the government extends its support in this connection. It seems to be indispensable to make some changes in the educational policies. The policy framers are supposed to emphasize on Parental Involvement in school activities which can help for the conduit of information thus serving these children not only in their academics rather in other spheres of life also. Moreover the government is also suggested to make mandatory for each and every university whether central or state to start Special Teacher’s Training Courses. This will certainly facilitate the school authorities to appoint the most suitable teachers who are devoted and committed to their tasks, have high tolerance power, caliber, positive attitude towards these children and a feeling of pleasure, service and satisfaction after educating these children. Each school serving these students must be provided with the facility of appointing psychologists, psychiatrists, therapists and consultants. Their help or counseling may go a long way in meeting various needs related to the personal, educational and vocational life of these children.
Hence the investigator opines that visually challenged students have to be researched psychologically first for harnessing their educational potential to the maximum level. Thus serious attempts have to make not only to improve education but to improve guidance and life orientation to all learners to develop better self-understanding and establish realistic life-goals. Very obvious it is that educational policy planners may succeed only when this population’s characteristics have been explored. This may help the educationists enabling visually challenged children to hone their academic potential which ultimately will assist in rehabilitation of these children and leading an independent life.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

In the present investigation an attempt has been made to find out the combined impact of self-concept, emotional intelligence and academic anxiety of visually challenged students’ scholastic achievement belonging to inclusive and exclusive schools. As mentioned in the 1st chapter the investigator is cognizant about various limitations of the present study. Keeping them in view the suggestions for further research are as follows:

- The present study has confined itself to only the children with total vision loss. Further research may include low vision children also.
- Only three predictor variables i.e. self-concept, emotional intelligence, and academic anxiety have been employed in the present investigation while some other personality factors’ prognostic value for achievement may also be explored.
- The review of research reveals that the scholastic achievement is affected by a large number of factors. Future researchers are suggested to make attempts to
control the more significant extraneous variables while studying the impact of any variable/variables on school achievement.

- The marks obtained in various subjects in the annual examination have served the purpose of dependent or criterion variable in the present study. It is suggested that standardized academic achievement tests may be employed for the same purpose.

- The sample of the present investigation is confined to secondary schools of Delhi region only. Samples from other states of the country may also be studied in upcoming research. There is a need to study visually challenged at all the levels of education, which will help them a lot in their rehabilitation.

- Future researchers need to compare the scholastic achievement of visually challenged students placed in inclusive and exclusive school setting. Comparison may also be made between these children and their sighted counterparts on the same variable.

- More advanced and sophisticated statistical techniques may be employed in further research to find out some other facts about visually challenged children.

- It seems that there is a great dearth of measuring tools meant for visually challenged population. Therefore the researchers while deciding thrust areas ought to give the top priority to construct psychological as well as educational tools meant for this population.

To study the impact of self-concept, emotional intelligence and academic anxiety on scholastic achievement of visually challenged students placed in inclusive and exclusive schools is quite multifaceted problem. This requires the researcher to have comprehensive and exhaustive knowledge in the field. The present investigator is
conscious about the fact that no research is perfect. It is always affected by the researcher’s own way of research; his/her own educational background, respondents’ surroundings, their culture, co-operation, family background and other innumerable factors. But the research near to perfection can be produced. In fact lack of perfection always leads to ‘search again’ which is the real meaning of research. The investigator is also alert that if the research were to be perfect there will be no new facts or findings or revisions or sources for the advancement of the knowledge in a study.

So the present investigation is a humble attempt in the field to unfold the prognosis of scholastic achievement of visually challenged students. It has merely touched the tassel of the problem. Although certain limitations of the present study are in the knowledge of the investigator, it is submitted hoping that it might stimulate and generate more research in the field.