Chapter -5
CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

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Chapter -5
CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

5.1 Preamble

This section brings out the entire summary of the research. The conclusions made out of the investigation and recommendations for further research. We all are author say that the research is a mirror for a research.

The purpose of the present research is to study Creativity, Intelligence and Academic achievement among ADHD and Normal students. This research plans to see if there is any significant difference between ADHD and Normal students in terms of their Creativity, Intelligence and Academic achievement.

5.2 Research Abstract

The aim of the present research was to study of the Creativity, Intelligence and Academic achievement among ADHD and Normal students. Here independent variables were gender, two different groups of students and age. Here 2×2×2 factorial design was used. Total 240 students were selected with randomization out of 750 students. On the basis of the Nonverbal disability check lists then students were filtered on the basis of the symptoms shown. Out of them 580 students were found to range in the Normal group whereas 170 were identified with ADHD symptoms. Lastly 120 ADHD students and 120 Normal students were selected for this study. Later Creativity was identified using Divergent Production abilities by K.N. Sharma and Intelligence was identified using Draw a man test by Pramila Pathak. For data analysis here ANOVA (F-test), LSD, t-test and Karl Pearson Correlation method were used. According to ANOVA, LSD, t-test and Correlation (r) result of this research are as under.
5.3 Summary of the findings

- There is significant difference between ADHD students and Normal students in relation to their creativity level. ADHD students exhibit higher creativity compared to Normal students.
- There is significant Interaction effect with reference to gender × age in level of creativity of ADHD and Normal students. ADHD boys in the age band of 10 to 12 have better creativity compared to girls in the same age band. On the other hand, Girls in the age band of 13 to 15 have better creativity compared to boys in the same age band.
- There is significant difference between Boys and Girls in relation to their Academic achievement level. Boys exhibit better academic achievement compared to girls.
- There is significant Interaction effect with reference to age of students × types of students in their level of Academic achievement of ADHD and Normal students. ADHD students in the age band of 10 to 12 have better Academic achievement compared to students in the age band of 13 to 15. On the other hand, Normal students in the age band of 13 to 15 have better Academic achievement compared to Normal students in the age band of 10 to 12.
- There is significant difference between Creativity level among ADHD and Normal Students. It means that Creativity level of ADHD students is better than Normal students
- There is significant difference between Academic achievement among ADHD and Normal Students. It means that Academic achievement of Normal students is better than ADHD students.
- There is significant difference between Academic achievement among ADHD boys and Normal boys. It means that Academic achievement of Normal boys is better than ADHD boys.
- There is significant difference between Academic achievement among ADHD girls and Normal girls. It means that Academic achievement of Normal girls is better than ADHD girls.
• There is significant difference between Academic achievement among ADHD boys and Normal girls. It means that Academic achievement of Normal girls is better than ADHD boys
• There is significant difference between Academic achievement among ADHD girls and Normal boys. It means that Academic achievement of Normal Boys is better than ADHD Girls
• There is significance and positive correlation between Creativity and Academic achievement of ADHD and Normal students.
• There is significance and positive correlation between Intelligence and Academic achievement of ADHD and Normal students.
• There is significance and positive correlation between Creativity and Intelligence of ADHD and Normal students.

5.4 Conclusions

After analysis following observation were analyzed.

In the present study in relation to Intelligence, Normal students show better intelligence compared to ADHD students. And comparing the two genders, males have shown better intelligence compared to girl students.

In terms of Creativity ADHD students have shown better creativity compared to Normal students. Comparing the two genders, males have shown better Creativity compared to girl students.

In terms of Academic achievement, Normal students have shown significant difference compared to ADHD students. Even after comparing the academic achievement Normal boys have shown significant difference compared to ADHD boys. After comparing the academic achievement Normal girls have shown significant difference compared to ADHD boys. Eventually after comparing the academic achievement Normal boys have shown significant difference compared to ADHD girls.
The study as carried out to find level of Creativity, Intelligence and Academic achievement among ADHD and Normal students. Results indicate that ADHD students do show creativity compared to Normal students. In terms of Intelligence no major difference was found between ADHD and Normal students but in academic achievement Normal students excel compared to ADHD students.

The study indicated that students with minor ADHD symptoms are studying in Normal schools with some difficulty level. Many a times they remain unidentified by the teacher. Their academic achievement is very feeble as their hyperactivity is not attended and used constructively by the teacher. But they do exhibit Creativity compared to Normal students.

5.5 Suggestions

To solve the problems and direct the research of posterity in the same direction following suggestions were asserted.

- Students with learning difficulties were also observed in a classroom scenario.
- ADHD students remain unidentified in major school. A proper assessment system needs to be framed to help students with ADHD symptoms.
- ADHD students were estimated as children with behavioral issues and so majority of the time they go un-noticed by the teachers. So awareness sessions with all the school teachers need to happen to help students and parents with all the learning and developmental disabilities.
- A similar study can be carried at a state level to identify students with special needs.

5.6 Limitations

We all know that our research depend on human behaviors, so many human behaviors are affect to in our research(e.g nature, prejudice, like-dislike, attitude etc.) so we can say that some limitations of social science research are as under:

- There were three categories of ADHD students during the analysis. Out of which students with major and moderate ADHD symptoms found very difficult to answer the questionnaire as it was very difficult to get any tasks done form them. But
students with minor ADHD symptoms could complete the assigned task with repeated instructions.

- So a performance test can be designed to identify creativity among major ADHD students.
- Compared to Normal students it took more time conducting creativity test with ADHD students.
- Due to language barrier the test could not be administered on Guajarati medium students.

5.7 Educational Implications

The research work is meaningful only if it is meaningful to society, if research is done in any area of society, it will absolutely have an importance for the society and it is so happen that research is not constructive to the society than it is no use. There ought to be an intention in the form of investigator to obtain some outcome and bring advantageous change to the humanity, it must be supportive and useful to the society, parents, teachers and students and whole of the public.

Identifying Creativity among ADHD students who are already struggling with academic will make a great difference in the life of students as well as parents because a new strategy and method needs to be investigated as they this will be of a great help to the society. Awareness among various private sectors and the government sector need to be arranged to identify this any learning disorder. Somewhere they do have intellectual ability but a proper form and direction should be supported by the education system to develop skill building among these students.

5.8 Chapter Summary

In this chapter research abstract, conclusions, suggestions, limitations, educational implication.
Epitome/Abstract

Generally people express their unusual thoughts through creativity. In school environment unusual thoughts and behaviors are not cuddled in classroom rather they are suppressed due to various numbers of reasons. It could be inefficiency of the teacher to respond the child, distraction level in the class, completing the syllabus and many more. School has always remained a matter of interest for me as I have spent more than 12 years of my career dealing and understanding students during their school life. Students go through numbers of adjustment problems, behavioral problems and academic issues in school. The challenges faced by them in terms of parental pressure, peer pressure as well as pressure from education system. In this educational competitive world a group of children who are left unattended as they have been observed showing difficulty in academic achievement compared to normal range of students. But to a strange aspect these students have shown tremendous talent in terms of novel ideas but just because it cannot be proved in any ways in terms of their academic progress. So they have always remained unnoticed by many teachers and rather their hyper activeness are always shadowed their personality. So it encouraged me to study the students who are going to regular school but are always remained unnoticed because they lack the skills that can be measured from academic point of view.

As per CBSE, ICSE & ISC boards’ students with learning difficulties have received special privileges. They also need a special privilege and should be included in the category of person with disabilities so their talent doesn’t remain unidentified.

Along with the study it’s my request to the Gujarat State Education Board to include PWD (person with disabilities) category for special redemption.

This will not only help students with special needs but will also help entire education system to reframe evaluation system from students’ point of view.
Conclusions

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