CHAPTER- V

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY
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5.0 INTRODUCTION

The present chapter is devoted to main findings, educational implications and suggestions for further study. The investigator is in a position to draw certain findings of the present study on the strength of the analysis, interpretations and discussions of results in the preceding chapter.

As it is evident from the statement of the problem in chapter-I, the present study was an attempt to investigate self-concept and adjustment in relation to the types of educational setting i.e. integrated vs. segregated, type of challengeness in relation to visual and hearing challenged and degree of challengeness in relation to blind vs. partial sighted and deaf vs. hard of hearing. For this purpose, after collecting the data it was subjected to statistical analysis for finding out significant differences and correlates in the variables under study, in terms of which the findings are presented here.

5.1 MAIN FINDINGS

The main findings that have emerged from the present study have been presented as follows:
Differentials

Self-concept Differentials among Visual and Hearing Challenged Children Studying in Integrated and Segregated Educational Settings.

• There exists a significant difference between challenged children studying in Integrated and Segregated educational settings in terms of their self-concept.

  When a comparison is made, the challenged children studying in segregated educational settings are found to have better self-concept than the challenged children studying in integrated educational settings.

• There does not exist a significant difference between visual and hearing challenged children studying in both the educational settings (Integrated and Segregated) in terms of their self-concept.

• There does not exist a significant difference between partially challenged children and totally challenged children studying in both the educational (Integrated and Segregated) settings in terms of their self-concept.

  However, in comparison, the partially challenged children studying in both educational settings (Integrated and Segregated) are found to have better self-concept than the totally challenged children studying with them at the same platform.

• There exists significant interactional effect between types of educational settings and types of challengeness in terms of different challenged children’s self-concept.
In comparison, it has been found that visually challenged children studying in integrated educational settings and hearing challenged children studying in segregated educational settings have better self-concept.

- There exists a significant interactional effect between the types of educational setting and degree of challengeness among different groups (Visual and Hearing) of children in terms of their self-concept. It was found that the partially challenged children and the totally challenged children studying in segregated educational settings have better self-concept than the children studying in integrated educational settings.

- There exists no significant interactional effect between the types of challengeness and degree of challengeness in terms of children’s self-concept. It was found that the partial sighted and hard of hearing challenged children have better self-concept than the totally challenged children from both the groups (Visual and Hearing) and the blind challenged children have better self-concept than the deaf children.

- There exists no significant overall interactional effect among the types of educational settings, types of challengeness and degree of challengeness in terms of children’s self-concept. The partial sighted children are better than the blind children in integrated educational settings but blind children are better than the partial sighted children in segregated educational settings and deaf children are better than the hard of hearing children in segregated educational settings in terms of their self-concept.
• There exists no significant difference between visually challenged children studying in integrated and segregated educational settings in terms of their self-concept. But, the trend of difference found is that visually challenged children studying in integrated educational settings have higher self-concept than the challenged children studying in segregated educational settings.

• There exists a significant difference between the hearing challenged children studying in integrated and segregated educational settings in terms of their self-concept. The mean score shows that, the hearing challenged children studying in segregated educational settings have better self-concept than those who are in integrated educational settings.

• There does not exist a significant difference between blind and partial sighted children in terms of their self-concept. However, the mean score shows that partially sighted children have higher self-concept than the blind children.

• There does not exist a significant difference between deaf and hard of hearing children in terms of their self-concept. But, the mean score shows that the hard of hearing challenged children have higher self-concept than the deaf children.

Adjustment Differentials among Visual and Hearing Challenged Children Studying in Integrated and Segregated Educational Settings.

• There does not exist a significant difference between challenged children studying in Integrated and Segregated educational settings in terms of their adjustment.
When a comparison is made, the challenged children studying in integrated educational settings are found to have better adjustment than the challenged children studying in segregated educational settings.

- There does not exist a significant difference between visual and hearing challenged children studying in both the educational (Integrated and Segregated) settings in terms of their adjustment. The mean score shows that the visual challenged children have better adjustment than the hearing challenged children.

- There exists no significant difference between partially challenged children and totally challenged children studying in both the educational (Integrated and Segregated) settings in terms of their adjustment.

In comparison, the partially challenged children studying in both educational settings are found to have better adjustment than the totally challenged children studying at the same platforms.

- There exists a significant interactional effect between types of educational settings and types of challengeness in terms of different challenged children’s adjustment.

In comparison, visually challenged children studying in integrated educational settings and hearing challenged children studying in segregated educational settings have better adjustment.

- There exists a significant interactional effect between types of educational settings and degree of challengeness in terms of children’s adjustment. It has been found that the partially challenged children studying in integrated educational settings have better
adjustment than all other challenged children studying in both integrated and segregated educational settings.

- There does not exist a significant interactional effect between types of challengeness and degree of challengeness in terms of challenged children’s adjustment. But, it was found that the blind children have better adjustment than the partially sighted children.

- There exists a significant overall interactional effect among the types of educational settings, types of challengeness and degree of challengeness in terms of challenged children’s adjustment.

    However, the blind children have been found to have better adjustment than the partial sighted children studying in integrated educational settings and partial sighted children are found to have better adjustment than the blind children in segregated educational settings and deaf children are better than the hard of hearing children in segregated educational settings with respect to their adjustment.

- There exists a significant difference between visually challenged children studying in integrated and segregated educational settings in terms of their adjustment. However, the visually challenged children studying in integrated educational settings are found to have better adjustment than their counterpart studying in segregated educational settings.

- There exists a significant difference between hearing challenged children studying in integrated and segregated educational settings in terms of their adjustment. The hearing challenged children studying in segregated educational settings are found to have better
adjustment than their counterpart those who are in integrated educational settings.

- There exists no significant difference between blind and partial sighted children in terms of their adjustment.
- There exists no significant difference between deaf and hard of hearing children in terms of their adjustment.

**Correlates**

Self-concept and Adjustment in relation to challenged children studying in Integrated and Segregated Educational Settings

- There exists a significant positive relationship between Self-concept and Adjustment of challenged children studying in integrated and segregated educational settings.
- There exists a significant positive relationship between Self-concept and Adjustment of challenged children studying in integrated educational settings.
- There exists a significant positive relationship between Self-concept and Adjustment of challenged children studying in segregated educational settings.
- There exists a significant positive relationship between Self-concept and Adjustment of hearing challenged children studying in integrated and segregated educational settings.
- There exists a significant positive relationship between Self-concept and Adjustment of visually challenged children studying in integrated and segregated educational settings.
• There exists a significant positive relationship between Self-concept and Adjustment of deaf children studying in integrated and segregated educational settings.

• There exists a significant positive relationship between Self-concept and Adjustment of hard of hearing children studying in integrated and segregated educational settings.

• There does not exist a significant relationship between Self-concept and Adjustment of blind children studying in integrated and segregated educational settings.

• There exists a significant positive relationship between Self-concept and Adjustment of partial sighted children studying in integrated and segregated educational settings.

5.2 EDUCATIONAL IMPLICATIONS:

The findings of the present study have raised some significant issues that would be beneficial in varied ways for the educators in general and teachers in particular. The most significant issue that needs to be addressed here is the influence of the self-concept and adjustment of the physically challenged children studying in different educational settings. The findings of the different studies asserted that educational settings play an important role for the proper development of self-concept and adjustment of these challenged children. Hence, it can be said that challenged children’s success and failure may depend on the support of the families, teachers, peers as well as the communities. But the present study does not demonstrate a very significant difference or relationship among the challenged children studying in different educational settings in
relation to their self-concept and adjustment. In some instance children studying in integrated settings have higher levels of self-concept and better adjustment than those children studying in segregated settings. So, it is to say that challenged children who have lower self-concept and maladjustment in different educational settings demand special attention from their teachers as well as from their non-challenged peers. An effective programme in an integrated setting can encourage independence, communication and social development and can make non-challenged students more aware of their peers with challengeness. The teacher should identify the learning difficulty of the challenged subject wise and suggest remedial exercises accordingly that should be organized by the resource teacher outside the class, by a special arrangement within the normal school hours.

The present study highlights the halfway journey status of integration of challenged children into regular school system in India. This is more evident in case of visually and hearing challenged as it is indicated by their poor self-concept and adjustment in segregated educational settings.

A real functional integration and different perceptions of segregation is a mere service which can be achieved only by genuine modification of existing educational settings which needs to commit more for all types of challenged children either in integrated or in segregated educational system such as special education classes with multi-dimensional facilities, individualistic approach for extra instruction and assignments to deal different curricular activities, the
new way of assessing different challenged/abled children by emphasizing the involvement of new techniques, orientation programme for teachers and students, counselling programmes for parents and generic approach for teacher must be prepared to deal challenged children at different educational settings.

This study revealed that the visually challenged children’s interactions are limited to their peer groups and other inmates which develop a poor self-concept. Teachers must plan and carry out activities that will help their students gain as much information as possible through the non-visual senses and by participation in active, practical experiences. A parental attitude represents one of the aspects that influences most the development and consolidation of a child’s self-confidence and positive self-concept. It is the duty of the parents to encourage and develop confidence among their children which may develop positive self-concept, self-worth, self-esteem and well-adjusted in every respect. For this, policy makers should implement some strategies by which all the above can be practiced and achieved.

In order to handle the challenged children Parents, teachers and the public need to have a thorough understanding of these challenged children. In case of hearing challenged there is an impact on the child’s social life, psychology and on learning capabilities. Everybody should realize that these children are challenged, though invisibly. They should try and attend to the needs of these children. The parents and teachers should be patient with these children and be more accommodating. The normal hearing public have a duty to
integrate these challenged children into a normal society by ensuring their participation in social activities, thereby creating in them a positive self-concept, self-confidence and understanding.

Another issue which this study undertook to investigate is the influence of the degree of challengeness i.e. blind vs. partial sighted and deaf vs. hard of hearing. The teacher should maintain effective communication with the blind and partial sighted children and be consistent in managing their behavioural problems, and in giving appropriate guidance and counselling to develop positive self-concept and good interpersonal relationship and social adjustment. On an average, hard-of-hearing students do not perform as well as normal-hearing children in any setting. The study also concluded tentatively that hearing-challenged students gain some academic advantage but suffer when it comes to self-concept and adjustment in mainstreamed classes. Therefore, the teacher of the deaf and hard of hearing children should assist in developing, directing and monitoring the assistant’s activities. They should be able to demonstrate an understanding of the social, emotional and educational implications of hearing loss; and competence in the communication mode of the students.

The findings of the present study may be utilized by educational planners and administrators of the State of Meghalaya in particular and the country in general that, to assess the challenged children’s self-concept and adjustment in special education settings for tuning of the proper educational atmosphere both in integrated and segregated educational settings. These findings may be utilized
for updating the teaching methodology, teaching learning instrument and new counselling procedure for different challenged children. These findings may be beneficial to the teachers, parents and administrators for arranging proper environment to the challenged children. This study may give an impetus to research in education and would encourage the other researchers to think in the new directions and new education for different challenged children of the society. The findings may also be useful on all aspects of the education of children with special needs. These findings may give importance on disability focused research and interventions in enrolment of children with challengeness and creating an enabling educational environment to support the inclusion process through review and adaptations in curricula, capacity building among various groups ranging from policy makers to education administrators, teachers and parents groups.

Further it may be suggested that an indigenous education system is essential to meet the specific needs of regional variations and diversities in language, culture, tradition, etc. As such each state deserves an education system based on its own heritage, assets, diversities and needs in general education; in the same way, each state of the country need separate system of special education to fulfill its requirements. It has to respond clearly that the existing models of special education have outlined because it is unable to absorb the changes taking place in the society at large and regional need in particular, because it could not keep pace with the needs of the time and leading less acceptance.
True education acknowledges the mind to be a living thing and stimulates more quality and quantity in life. The interaction between individual and his environment is a crucial importance in the process of education. The individual is to a great extent, guided by the cultural environment around him. The tribal society in India and in North-East specially has distinctive cultural features and identity. There are ethnocentric cultural variations from tribe to tribe which are significant from the point of educational planning and approach. Though many tribes do not have their own written language, they still need verbal language and oral communication in the classroom. For this their own verbal language should be developed and inculcated in this education system. Therefore, the present study has implications and importance for the government, policy makers, administrators and educationists who are directly concerned with special education and its important psycho-social factors which must be taken care of.

5.3 SUGGESTIONS FOR FURTHER STUDY

1. The present study covers physically challenged on self-concept and adjustment of visual and hearing challenged children from the integrated and segregated educational settings of Meghalaya. Similar studies can also be conducted in other States for a wide generalization.

2. The present study has been conducted on self-concept and adjustment in integrated and segregated educational settings of challenged children. Further studies can be conducted on these variables at the other levels of education as well.
3. On the basis of the present study, it can be suggested that similar attempts can be made to explore the role played by different socio-psychological factors in the educational settings on visual and hearing challenged children. The results of such study can be further analyzed in the light of the present study, so that the problems and causes of low self-concept and maladjustment of such challenged children with their normal peers in different educational settings can be determined.

4. While studying the role played by some socio-psychological on visual and hearing challenged children, variables as personality, anxiety, adjustment, interest, values, self-concept can be taken into consideration.

5. In the present study the self-concept and adjustment has been investigated only in relation to the type of educational settings, type of challengeness and degree of challengeness on visual and hearing challenged children. It will be interesting to conduct more exhaustive study to understand the effects of school settings and academic integration on the self-concept and adjustment of visual and hearing challenged children and also it is important to continue monitoring of their effects not only in the academic achievement but also in the socio-emotional well being of these challenged children who attend them.

6. Studies can also be conducted on educational researches to take stock of innovative attempts to improve the quality of special educational programmes at various levels of education.