CHAPTER VI

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6.1 INTRODUCTION

Challenged persons, in society are generally ill treated and they may not be allowed normal benefits and other advantages enjoyed by the normals. In some cases we came across that despite giving some considerations to challenged persons, rather they are being discarded, teased and badly treated. Children and young people with challengeness continue to be one of the most disadvantaged groups in all our societies. In addition to their manifest limitations they are subject to social discrimination, reduced work opportunities and most damaging of all impoverished educational experiences. The problems of the challenged are not the problems that are exclusively confined to them only. Since the society has not accepted them with sympathy, their problem has assumed larger and alarming proportions. Our social attitudes and stereotyped activities have led them to the state of indifferences. These children were treated with hostility and were neglected.

We have been feared and misunderstood persons who are challenged physically or mentally. In many cases those with challengeness and other special needs have been isolated which may be either the cause or the effect of misunderstanding. These children may
have greater difficulty in facing the socially accepted points of reference because they are different than the non-challenged children. They cannot grow up with expectations based on what the average children around them to do and work to achieve. Hence, there is possibility of them developing unclear and confused self-concept.

In the process of forming the Self-concept, inferiority and anxiety may create adjustment problems which are common in the physically challenged children and there must be at least three adverse responses to inferiority and anxiety among them. The first one is ‘Mourning’ which refers to sadness and results in the less functional skills of the child which leads to maladjustment. The second one is ‘Devaluation’ and is a process by which the challenged can see themselves as more handicapped than they actually are. The last response is ‘Spreading’ and refers to those who see their challengeness in expanding way from the original source to the whole body. Self as a fragile concept, largely depend on opinion of others. Physical limitation and source constraints are primary and secondary factors to the challenged people which develop a sick Self concept. However, not all physically challenged have low self concept and play the sick role. Some are persistent fighters for independence and having positive Self concept but that depends on outside help and their degree of challengeness.

Self-concept plays a vital role in adjustments. A high regard of self means high level of adjustment (Wylie, 1961). Adjustment refers to a harmonious relationship between the person and environment. The degree of harmony is in part dependent on certain potentialities within the person and in part upon the nature of the environment. The
physically challenged persons have firstly to adjust themselves to their own challengeness and at the same time to the environment around them. There are differences in adjustment and self concept of physically challenged children due to differential placements and situation i.e. integrated and segregated settings. Hence, they should be encouraged to identify their own problems as well as to realize their own worth and potentialities.

The debate over integrated versus segregated educational settings for the physically challenged children is not new. A lot of research has been conducted in this regard but the result is controversial. There are advantages and disadvantages in each of the educational settings. Integrated education supporters argued that higher self esteem and early confrontation with life’s realities can only lead to better adjustment in adult life with non-challenged world and non-challenged children will be more acceptable and tolerant towards challenged children. Further, physically challenged children may perform academically and socially better than their challenged peers those who are in segregated educational settings. However, integrated education is not accepted by all educationists, those who are in favour of segregated educational settings for severe and profound children. They argued that these children need the employment of additional personnel and specialized physical facilities, equipment and therapeutic which may not be available in integrated educational setting with overcrowded classrooms. Due to this children may suffer more physically, mentally and psychologically. But both have their important influence over different aspects of life of challenged children. As discussed here, Self concept and Adjustment are such two aspects which have a large impact
on overall life and achievement of children and which in turn themselves are influenced by factors like type of educational setting as well as type of their challengeness.

In this context it is very useful to evaluate in what the Self-concept and Adjustment is related to the type of educational setting, type and degree of challengeness. In view of this, this study has provided the basic information about the methodological improvement, appropriate curriculum, and psycho-social interventions in integrated and segregated educational settings for physically challenged children particularly for the State of Meghalaya and has been useful for providing necessary guidelines to educational planners and policy makers engaged in improving educational perspectives for challenged students. It has also provided future directions for the promotion of research activities in their field.

In a nutshell the present study has investigated the impact of types of educational setting, types of challengeness and their degree over Self concept and Adjustment. Investigator thought that the topic is worth investigating in view of ongoing integration of physically challenged children’s education as part of the strategy of Education For All in the country and particularly in the State of Meghalaya.

6.2 STATEMENT OF THE PROBLEM

With the above justification and facts of the study the present problem is stated as:

“SELF-CONCEPT AND ADJUSTMENT OF PHYSICALLY CHALLENGED CHILDREN IN INTEGRATED AND SEGREGATED EDUCATIONAL SETTINGS OF MEGHALAYA”.
6.3 OPERATIONAL DEFINITION OF THE TERMS USED

Self-Concept

It refers to the composite of ideas, feelings and attitudes of challenged children about themselves which was studied by Piers-Harris Children’s Self-Concept Scale.

Adjustment

It refers to the adjustment of the challenged children with regard to the realistic attitude of his defects and look with correct perspective on his inability to do a thing in the environment. It includes Educational, Social, Emotional aspects of orientation towards his parents, teachers, peers, school and themselves in terms of satisfaction they derive from their interactional relationship with themselves and others was studied by Pareek and Rao’s Pre Adolescent Adjustment Scale.

Integrated Educational Setting

It is defined as the learning environment of educational institutions in which the challenged are regularly being taught along with normal children with resource support at Meghalaya.

Segregated Educational Setting
It is the learning environment of educational institutions which uses specially designed instruction to meet the unique needs of a challenged child of Meghalaya.

**Physically Challenged children**

They are children who are physically disadvantaged, resulting from an impairment or disability that limits or prevents the fulfillment of a physical role that is normal depending on age, sex, social and cultural factors for that individual. In this study physically challenged children involved - **Visually Challenged** who have problems with vision. This category includes partially sighted and blind children and **Hearing Challenged** children who have a damaged hearing mechanism and face difficulty in speech and language development. It includes hard of hearing and deaf children.

**6.4 OBJECTIVES OF THE STUDY**

The objectives of the study are defined as follows:

1. To study the level of Self-Concept of children with visual and hearing challengingness studying in integrated and segregated educational settings.
2. To study the level of Adjustment of children with visual and hearing challengingness studying in integrated and segregated educational settings towards peers, home, school, teacher and in general as a whole.
3. To study the level of Self-Concept of children with different degrees of challengingness studying in integrated and segregated educational settings.
4. To study the level of Adjustment of children with different degrees of challengeness studying in integrated and segregated educational settings.

5. To study the interactional effect among the types of educational setting, types of challengeness and degree of challengeness in terms of children’s self-concept and Adjustment.

6. To study the relationship between Self-Concept and Adjustment of challenged children.

6.5 HYPOTHESES

To realize the above objectives, the following null hypotheses are formulated for the study.

1. There is no significant difference between the challenged children studying in integrated and segregated educational settings on their Self-concept and Adjustment separately.

2. There is no significant difference between the visually challenged children studying in integrated and segregated educational settings on their Self-concept and Adjustment separately.

3. There is no significant difference between the hearing challenged children studying in integrated and segregated educational settings on their Self-concept and Adjustment separately.

4. There is no significant difference between the visually and hearing challenged children on their self-concept and Adjustment separately.

5. There is no significant difference between partially and totally challenged children on their self-Concept and adjustment separately.

6. There is no significant difference between partially sighted vs blind and hard of hearing vs deaf on their Self-Concept and Adjustment separately.
7. There is no significant interaction between the types of educational setting and types of challengeness in terms of children’s Self-Concept and Adjustment separately.

8. There is no significant interaction between the types of educational setting and degree of challengeness among different groups (visual and Hearing) in terms of children’s Self-concept and Adjustment separately.

9. There is no significant interaction between the types and degree of challengeness in terms of children’s Self-Concept and Adjustment separately.

10. There is no significant overall interaction among the types of educational setting, types and degree of challengeness in terms children’s Self-Concept and Adjustment separately.

11. There is no significant correlation (r) between Self-concept and Adjustment of different challenged children as a whole sample and with different degree of challengeness studying in different educational settings separately, i.e.

   Correlation (r)  
   (i) From whole sample 
   (ii) Integrated educational setting 
   (iii) Segregated educational setting 
   (iv) Visually challenged children as a whole 
   (v) Totally blind children 
   (vi) Partially sighted children 
   (vii) Hearing challenged children as a whole 
   (viii) Deaf children 
   (ix) Hard of hearing children

6.6 DELIMITATIONS OF THE STUDY
This study has investigated the questions related to the impact of educational placement, types of challengeness and degree of challengeness on Self Concept and Adjustment of visual and hearing challenged children of Pre-adolescent age-group (9-13) who are studying only in Special schools of Meghalaya.

6.7 METHOD

Keeping in view the design of the study, it has been planned to fulfill the purpose of investigation i.e. the impact of the type of educational setting, type of challengeness and degree of challengeness over the Self-concept and Adjustment of physically challenged children of 9-13 years of age group. As the study involved one time measurement of Self-concept and Adjustment, the design of the study is ‘Expost-Facto’. In this study the challenged children from two types of educational setting has been selected according to the type and degree of challengeness. In this study the independent variables are ‘Types of Educational Setting’ (Integrated vs. Segregated) ‘Types of Challengeness’ (Visual and Hearing) and Degree of Challengeness (Blind vs. Partially Sighted and Deaf vs. Hard of Hearing) and the dependent variables are Self-concept and Adjustment which has been studied the influences of independent variables on dependent variables that are being felt. It has been an organized attempt to analyse, interpret and report the different challenged child’s self-concept and adjustment at special educational settings and how that influenced by different types and their degree of challengeness.

6.8 POPULATION AND SAMPLE
Sampling is a process by which a relatively small number of individuals, object or events are selected and analysed in order to find out something about the entire population from which it is selected. It is a ‘miniature replica’ of the population which represents appropriately.

The study has investigated the impact of educational placement, types of challengeness and degree of challengeness on Self concept and Adjustment of visually and hearing challenged children of pre-adolescent in integrated and segregated educational settings. Keeping view the delimitation of the study, sample was drawn to select the equal number of integrated and segregated schools from the State of Meghalaya. Hence, out of 13 special schools of the state (3 Integrated and 10 segregated) three Integrated and three segregated schools were selected at random. In those six schools all 181 of visual and hearing challenged children of 9 to 13 years were included in the sample. The challenged children (both Visual and Hearing) studying in those schools were 56 totally blind and 31 were partially sighted out of which 45 blind and 20 partial sighted were from integrated settings and 11 blind and 11 partial sighted from segregated educational settings.

In the same way out of total 94 Hearing challenged children studying in those schools, 32 were totally deaf and 62 were hard of hearing out of which 21 and 16 were from integrated and 11 with 46 of deaf and hard of hearing studying in segregated educational settings.

Further as per the delimitation of the study, the researcher confined herself to collect data from the children from among the age group of 9-13 years studying in various classes. The scholar collected the information on age group of the children studying in their respective
schools; from the school record and grouped them in their respective classes to administer the tools.

6.9 Procedure of Data Collection

The data collection for the present study was carried out in two phases.

Phase I - The Pilot Study

The investigator conducted a pilot study before the final examination with the objective of assessing the suitability of the scale for visually challenged and hearing challenged children.

The pilot study was done on four visually challenged (two blind and two partially sighted) and four hearing challenged (two deaf and two hard of hearing) children from one school where both integrated and segregated classes are going on i.e. Montfort Centre for Education, Tura school was among those selected for the main study. However, the children for pilot study were not included in the main sample.

Phase II - The Main Study

In order to collect data from the main sample, the investigator visited the schools personally for the collection of necessary data. She took the prior permission of Headmasters/Headmistress of the schools for data collection. She discussed in detail about the investigation with the Heads of the respective schools and sought the permission with date and time from them for data collection. The students were also explained about the nature and purpose of the study.

At the time of administration of the test, necessary steps and precautions were taken into consideration. After being satisfied with the
arrangements, the investigator instructed the students to do the assignment carefully. Before the students attempted at the tests, instructions were made with regard to each test used in the study. They were informed the time limit before giving response to questions. The data was collected in groups and in some cases an individual student. It took three to four periods in the case of blind and deaf students and also in group basis to complete the data collection work.

At first Children’s Self concept test was administered. Pre-adolescent Adjustment test was given after completion of the first test. In order to free them from boredom, they were given five to fifteen minutes time interval between tests. Thus the tests were administered under proper testing conditions.

The information from the challenged children for both the tests was also administered with the help of resource teacher of the specific schools to communicate the questions items to the children especially to the blind and deaf children. No time limit was imposed and constantly, the subjects performed these test peacefully. So far as the blind child is concerned all the items in both the scales were read out to each of the respondent in the class slowly. The appropriate answers given by the blind children were recorded with the help of normal children from the senior class of the integrated educational settings and in segregated educational settings were recorded by the investigator.

But in the case of deaf child, the investigator took the help of resource teacher for communicating the information and clarification of doubt. The resource teacher explained all the instructions for both the scales. Though the language for deaf children is different and time
consuming, it required a lot of patience rendered by the investigator and resource teachers. After the subjects had completed the tests, all the booklets were collected for scoring.

6.10 TOOLS AND TECHNIQUES

1. The Piers-Harris Children’s Self-Concept Scale (PHCSCS) which designed to study the self-concept of children from 8 to 18 years of age.
2. Pre-Adolescent Adjustment Scale (PAAS) developed by Pareek and Rao was used to collect necessary information for the study.

6.11 STATISTICAL TECHNIQUES USED

The data was analysed with the help of three statistical techniques that is three way analysis of variance, ‘t’ test and product moment coefficient of correlation. All the data was analysed by the help of SPSS package for social sciences.

6.12 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 a 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 partially 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. 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 have better adjustment than their counterpart 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.

6.13 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.
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.