Chapter –V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to compare the selected Psychological and Physiological variables between Blind and Deaf-Dumb school going children. The secondary purpose of the study was to determine the relationship of selected Psychological and Physiological variables with their Physical Performance Capacity. Twenty two male Blind and twenty two male Deaf-Dumb school going children from different disabled schools of West Bengal were selected as subjects for the present study. All the subjects were in between the age of 9-13 years. The average of the subject’s age was 11 years. Self Concept, Self Confidence, Intelligence and Memory Retention were selected as Psychological variables and Blood Pressure, Vital Capacity, Cardio Vascular Endurance and Maximum Oxygen Uptake were selected as Physiological variables. For measuring Psychological and Physiological variables following tools and tests were employed.

Self Concept was assessed by Self Concept Questionnaire, standardized and developed by Dr. Raj Kumar Saraswat.

Self Confidence was assessed by Pandey Self Confidence Inventory Questionnaires which was standardized and developed by D.D. Pandey.
Intelligence was measured by Group Test of Intelligence (9-13 years) which was standardized by Dr. (Mrs.) Pramila Ahuja.

Memory Retention was assessed by P.G.I. Memory Test for children which was standardized by Dwarka Prasad and Narendra Nath Wig.

Blood Pressure was measured by Sphygmomanometer and Stethoscope and recorded to the unit mmHg.

Vital Capacity was measured by Dry Spirometer and recorded in liter.

Cardio Vascular Endurance was measured by Modified Harvard Step Test proposed by Lucien Brouha and M.V. Ball.

Maximum Oxygen Uptake was measured by 1 mile Walk Test and recorded in ml/kg/min.

The Physical Performance Capacity was measured by Eurofit Test which consists of eleven test items i.e. BMI, Fat percentage, Flamingo Balance Test, Plate Tapping, Sit and Reach Test, Standing Broad Jump, Handgrip test, Sit up in 30 seconds, Bent Arm Hang, 10X5 meter Shuttle Run, 20 mt Endurance Shuttle Run.

Student ‘t’ test was applied to compute the significance of mean difference of the selected Psychological and Physiological variables between the two groups i.e. Blind and Deaf-Dumb and Pearson Product Moment Correlation was employed to find out the significance of relationship between Physical
Performance Capacity and the Psychological and Physiological variables of Blind and Deaf-Dumb school going children. For testing the hypothesis the level of significance was set at 0.05 level.

The result of the study showed the significant differences in Self Confidence and Memory Retention between the two groups as the calculated ‘t’ value 2.52 for both the variables were higher than the tabulated ‘t’ value of 2.02 required for significant at 0.05 level. Whereas no significant differences were found in case of Self Concept and Intelligence as obtained values 0.37 and 1.25 were less than tabulated ‘t’ value. In case of Self Confidence and Memory Retention the Blind children had significantly higher mean value.

The result of the study further showed that there were significant differences in Systolic Blood Pressure, Diastolic Blood Pressure, Cardio Vascular Endurance and Maximum Oxygen Uptake between the two groups as the calculated ‘t’ values 3.30, 3.19, 2.25, 5.81 respectively were higher than the tabulated ‘t’ value of 2.02 required for significant at 0.05 level. Whereas no significant difference was found in case of Vital Capacity as obtained ‘t’ value 0.99 was less than tabulated ‘t’ value. In case of Systolic Blood Pressure, Diastolic Blood Pressure the Blind children had significantly higher mean value, whereas in Cardio Vascular Endurance and Maximum Oxygen Uptake the Deaf-Dumb children showed significantly higher performances.
Further it was observed that relationship of Physical Performance Capacity to Systolic Blood Pressure, Diastolic Blood Pressure, Cardio Vascular Endurance, Maximum Oxygen Uptake and Self Confidence of Blind children were significant as obtained ‘r’ values of 0.637, 0.562, 0.672, 0.651, 0.535 respectively were higher than the tabulated ‘r’ value of 0.423 required for significance at 0.05 level. However the ‘r’ value 0.283, 0.247, 0.362, 0.212 for Vital Capacity, Self Concept, Intelligence and Memory Retention of Blind children respectively were not significant as obtained value were lower than the tabulated ‘r’ value of 0.423 required for significance at 0.05 level.

It was also found that relationship of Physical Performance Capacity to Systolic Blood Pressure, Diastolic Blood Pressure, Cardio Vascular Endurance, Maximum Oxygen Uptake and Self Confidence of Deaf-Dumb children were significant as obtained ‘r’ values of 0.629, 0.562, 0.710, 0.576, 0.633 respectively were higher than the tabulated ‘r’ value of 0.423 required for significance at 0.05 level. However the ‘r’ value 0.235, 0.380, 0.230, 0.250 for Vital Capacity, Self Concept, Intelligence and Memory Retention of Deaf and Dumb children respectively were not significant as obtained value were lower than the tabulated ‘r’ value of 0.423 required for significant at 0.05 level.
CONCLUSIONS

Within the limitations of the present study, the following conclusions may be drawn.

1. Visual impairment of the children may lead to higher Blood Pressure whereas normal Blood Pressure is not affected by hearing and speech impairment.

2. Type of disabilities like visual impairment and hearing & speech impairment do not influence the Vital Capacity of differently abled children.

3. Movement limitation of Blind children makes them inferior in Cardio Vascular Endurance and Maximum Oxygen Uptake when compared to Deaf Dumb children.

4. Self Concept of disabled children is affected uniformly irrespective of their nature of disability.

5. Abilities of inter-action and expression make the Blind children higher in confidence level in comparison to Deaf and Dumb children.
6. Disabled children develop uniform level of Intelligence irrespective of nature of their disabilities when they are exposed to identical environment for their cognitive development.

7. Visual impairment puts the Blind children higher in Memory Retention ability in comparison to Deaf-Dumb children as later have the scope to see and react.

8. Higher Confidence level is a pre conditional factor for better Physical Performance Capacity of differently abled children.
RECOMMENDATIONS

In the light of the conclusion drawn the following recommendations have been made.

1. A similar study may be conducted on Psychological and Physiological variables other than selected for the present study. For example Breath Hold Capacity, Resting Heart Rate, Reaction Time, Anxiety, Motivation etc.

2. A study of similar type may be conducted on female subjects.

3. A study may be undertaken on the subjects belonging to other geographical condition.

4. A study on similar nature may be undertaken on the subjects belonging to higher age group.

5. Designing of physical fitness program for differently abled children should take into consideration the level of their Psychological and Physiological variables.

6. Research work should be encouraged to develop tool and technique for assessing different variables exclusively for disabled children.