CHAPTER - V
MAIN FINDINGS, EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS

This chapter is devoted to main findings of the study based on analysis and interpretation of data. It is followed by educational implications. In the last, suggestions for further research in this field are given.

5.1 MAIN FINDINGS

5.1.1 Correlation between different variables.

1. There was negative and significant relationship between academic achievement motivation and academic stress along with all its dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators of academic stress.

2. There existed a positive and significant relationship between academic achievement motivation and happiness along with all its dimensions viz. life-satisfaction, joy, self-esteem, calm, control and efficacy.

3. There was negative and significant relationship between self-regulation and academic stress.

   a) Four dimensions of self-regulation viz academic, friendship, religious and pro-social self-regulation were negatively and significantly related to academic stress.

   b) Self-regulation was negatively and significantly correlated to all the dimensions of academic Stress viz. cognitive, affective, physical, social/interpersonal and motivational indicators of academic Stress.
4. There was positive and significant relationship between self-regulation and happiness.

   a) All the dimensions of self regulation viz. academic, friendship, religious and pro-social self-regulation were positively and significantly related to happiness.

   b) Self-regulation was positively and significantly correlated to all the six dimensions of happiness viz. life satisfaction, joy, self-esteem, calm, control and efficacy.

5.1.2 Findings based on multiple regression equation.

5. For every unit increase in X (Academic Achievement Motivation), Y (Academic Stress) decreases by .251 provided other independent variables remain constant.

6. For every unit increase in X (Academic Achievement Motivation), Y (happiness) increases by .394 provided other independent variables remain constant.

7. For every unit increase in X (self-regulation), Y (Academic Stress) decreases by .028 provided other independent variables remain constant. For every unit increase in X1 (academic self-regulation), X2 (friendship self-regulation), X3 (religious self-regulation), X4 (pro-social self-regulation), Y (Academic Stress) decreases by .054, .041, .073 and .039 respectively provided other independent variables remain constant.

8. For every unit increase in X (self-regulation), Y (happiness) increases by .175 provided other independent variables remain constant. For every unit increase in X1 (academic self-regulation), X2 (friendship self-regulation), X3 (religious self-regulation, X4 (pro-social self-regulation), Y (happiness) increases by .255, .227, .309, .030 respectively provided other independent variables remain constant.
5.1.3 *Difference between non-disabled students and students with orthopaedic impairment*

9. The two groups were found similar in terms of their academic achievement motivation.

10. The two groups did not differ significantly in terms of self-regulation along with its four dimensions viz. academic, friendship, religious and pro-social self-regulation.

11. The two groups did not differ significantly in terms of academic stress and its five dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators.

12. Non-disabled students were found to be happier than the students with orthopaedic impairment. Although the two groups did not differ significantly with regard to three dimensions of happiness viz. calm, control and efficacy.

5.1.4 *Difference between non-disabled students and students with visual impairment*

13. The two groups were similar on their academic achievement motivation.

14. In terms of self-regulation and its all the four dimensions viz. academic, friendship, religious and pro-social self-regulation, the two groups (non-disabled and students with visual impairment) did not differ significantly.

15. Students with visual impairment were found to be academically more stressed than their non-disabled counterparts along with its four dimensions viz. cognitive, physical, social/interpersonal and motivational indicators of academic stress. The two groups were found similar on affective indicators of academic stress.
16. In terms of happiness and all its dimensions, non-disabled students were found to be happier than the students with visual impairment.

5.1.5 Difference between non-disabled male and female secondary school students

17. Non-disabled male and female secondary school students did not differ significantly in terms of their academic achievement motivation.

18. Non-disabled male and female secondary school students were similar in terms of their self-regulation along with its four dimensions viz academic, friendship, religious and pro-social self-regulation.

19. Non-disabled male and female secondary school students did not differ significantly in terms of their academic stress along with its all five dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators of academic stress.

20. Non-disabled male and female secondary school students did not differ significantly in terms of happiness along with its six dimensions viz. life satisfaction, joy, self-esteem, calm, control and efficacy.

5.1.6 Difference between male and female secondary school students with orthopaedic impairment

21. Male and female school students with orthopaedic impairment did not differ significantly in terms of their Academic Achievement Motivation.

22. Male and female school students with orthopaedic impairment did not differ significantly in terms of self-regulation along with its four dimensions viz academic, friendship, religious and pro-social self-regulation.
23. Male and female school students with orthopaedic impairment did not differ significantly in terms of academic stress and its five dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators.

24. Males with orthopaedic impairment were found to be happier than their female counterparts with regard to happiness and its two dimensions viz. life satisfaction and joy. However male and female school students with orthopaedic impairment did not differ significantly in terms of four dimensions of happiness viz. self-esteem, calm, control and efficacy.

5.1.7 Difference between male and female secondary school students with visual impairment

25. Female school students with visual impairment are academically more motivated than male students with visual impairment.

26. Male and female school students with visual impairment did not differ significantly in terms of self-regulation and its four dimensions viz. academic, friendship, religious and pro-social self-regulation.

27. Male and female school students with visual impairment did not differ significantly in terms of academic stress along with its dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators.

28. Male school students with visual impairment were happier than the female school students with visual impairment. However male and female students with visual impairment did not differ significantly in terms of two dimensions of happiness viz. joy and efficacy.
### 5.1.8 Difference between congenitally and adventitiously visually impaired secondary school students

29. Congenitally visually impaired and adventitiously visually impaired school students did not differ significantly with regard to their academic achievement motivation.

30. Congenitally visually impaired and adventitiously visually impaired school students did not differ with regard to their self-regulation.

31. Congenitally visually impaired and adventitiously visually impaired school students did not differ with regard to their academic stress.

32. Congenitally visually impaired and adventitiously visually impaired school students did not differ with regard to their happiness.

### 5.2 Educational Implications

The findings of the present study have ample implications for school administrators, teachers, parents, special educators and other professionals working in the field of disability. The primary objective of the present study was to find out the relationship of academic achievement motivation and self-regulation with academic stress and happiness of disabled and non-disabled secondary school students. As academic achievement motivation and self-regulation are negatively and significantly correlated with academic stress and positively and significantly correlated to happiness, so if we enhance academic achievement motivation and self-regulation of students, they will be academically less stressed and happier as well. The investigator also studied the difference between disabled (students with orthopaedic impairment and students with visual impairment) and non-disabled secondary school students with regard to academic achievement motivation, self-regulation, academic stress and happiness.
The findings revealed that students with visual impairment are academically more stressed and both the disabled groups (students with orthopaedic impairment and students with visual impairment) are less happy than their non-disabled counterparts. It implies that impairment adversely affects happiness. In view of the findings, school authorities, special educators, teachers and clinical psychologists are required to take appropriate measures to reduce students’ academic stress and enhance happiness. It is important to mention the implication of the present study for the education system.

In the present era, the rapid developments in all fields—socio-economic, cultural, technological and others, challenge all the students including disabled to face the demands of globalization. Therefore, the ability to regulate the self has become important. A high self-regulation and academic achievement motivation help in making students academically less stressed and finally to be happier in dealing with the challenges of living and learning in educational institutions. Academic achievement motivation could be seen as self-determination to succeed in whatever activities one engages in the field of academics, be it challenging assignments, tiring homework, classroom tasks, group discussion, self learning, examination and so on. Moreover, when students are motivated to achieve, they are likely to experience a fulfilling life. Thus academic achievement motivation is crucial to a student’s academic success at any age. It is important for both parents and teachers to understand why promoting and encouraging academic achievement motivation and self-regulation of students is imperative as students form self-concepts, values, and beliefs about their abilities at a very young age. The development of early academic achievement motivation and self-regulation has significant implications for later academic careers.
The school curriculum and the design of intervention programs for the students should be such so as to enable them increase their academic achievement motivation and self-regulation. A good deal of focus is necessary to promote achievement motivation by creating a congenial school climate, structuring grading systems, and designing awards programs and policies that recognize effort and achievement of the students. School administrators can greatly enhance the effectiveness of individual efforts to bolster motivation by understanding its development.

By focusing on mastery, growth, personal goals, and competence, educators can foster a positive motivational orientation that can lead to a lifelong love of learning. The school counselors should design appropriate learning environment programs; cognitive oriented programs thus, creating awareness in parents, so that they may transform the home environment into congenial one.

Parents (of non-disabled, orthopaedically impaired and visually impaired children) should provide good, congenial, enriched environment and opportunities to their children in order to develop high academic achievement motivation and self-regulation skills among them.

There are many ways parents and teachers can make students motivated and self-regulated to achieve in academics:

1. Make an effort to create a conducive environment at home and in the classroom in which child/student feels elevated and which develops academic achievement motivation and avoids higher stress.

2. Focus attention on child/student’s desired educational goals and make clear understanding of self-regulatory skills in life.

3. Develop ways to monitor his or her progress toward those desired educational goals.
4. Encourage the development of positive attitude and make it clear that this will improve their self-image.

5. Never compare your child/student to his or her siblings or other students.

6. Praise your child/student’s efforts. Avoid rewarding your child’s performance outcomes.

7. Focus on intrinsic motivation which will have greater impact on student in achieving high academic performance in the absence of external rewards.

8. Adopt parenting/teaching style that will enhance motivation and instill high self-regulation in their child/student in order to help them perform well in school.

9. Discuss with your child/student topics that relate to motivation, including self-efficacy, self-confidence, happiness, emotional intelligence and individual progress.

10. Create connections for your child/student between his/her school experience and real life.

When teachers are caring and supportive and emphasise the teaching-learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success. Thus fostering positive academic achievement motivation should be a primary goal of education, not just a means to an end.

The issue of self-regulation of students in education and its impact on academic stress and happiness is considered as an important aspect of effective learning. Each day, students with disabilities navigate the complex worlds of school and society where high levels of achievement are greatly valued. Students with impairment can be more self-regulated
academically, emotionally and socially. To reduce academic stress and enhance happiness, they need to be provided with other interventions, such as counselling, stress-reduction techniques and help with developing their personal and social skills.

For a student with impairment to access the curriculum and learning environment, adjustments may need to be considered regarding:

- Presentation of learning materials in alternative formats
- Alternative formats for class activities and assessment items
- Specialized equipment including low vision aids or Braille equipment
- Assistive technology
- Time allowed to complete tasks
- Accessibility within the learning environment for safe and independent access and mobility
- Extra time and opportunity to preview and review audio visual material
- Environmental conditions such as lighting and glare.

Self-regulation makes the students able to control their emotions and to aware of their academic strengths and weaknesses, and have a repertoire of strategies to tackle day-to-day challenges of academic tasks.

Goleman describes self-regulation as first component of self-management. Self-management plans are used to teach students to independently complete tasks and take an active role in monitoring and reinforcing their own behaviour. An important goal in education is to foster self-reliance and independence. Research studies show that self-management strategies can be used to improve academic performance, productivity, and to decrease academic stress. The ability to use self-
management strategies effectively is a skill that becomes very important for success as children grow into adolescents.

Self-management strategies are intended to build a student’s independence and ability to engage in self-monitoring, self-evaluation, and self-reinforcement. The power of self-management is its emphasis on building a feeling of control over one’s own behaviour. If we provide more social exposure to students with impairment then they interact with people to normalize the process of socialization. Assessment of individuals with low academic achievement motivation and self-regulation could provide suggestions for education and skill training, feedback to individuals with average or high academic achievement motivation and self-regulation ability might give them a greater awareness of their own resources which should lower stress. So, parents and teachers should make efforts to decrease academic stress and increase happiness especially for the girls with impairment because differential analysis in the present study shows that males with disabilities are better placed than their female counterparts with regard to happiness. The results indicate that society should give ample opportunities and support to females so that they will be able to become more social and happy. The findings could be very crucial especially in case of education field as they can be used to develop the overall happiness of the students.

5.3 SUGGESTIONS FOR FURTHER RESEARCH:

1. A large sample of school students from different states may be undertaken with the same set of variables.

2. Similar study may be undertaken on college students to build up a clear understanding about the field.

3. Similar study may be undertaken on college students studying in different courses.
4. Similar study may be conducted on students with other disabilities like hearing impairment, learning disabled etc.

5. The effect of academic achievement motivation and self-regulation on other variables can also be studied with reference to disabled and non-disabled students

6. Other statistical techniques like ANNOVA and MANOVA may be used to analyse data.