5.0.0 INTRODUCTION

In the previous chapters the entire plan of the research carried for the completion of the study, the analysis and interpretation of the data have been discussed in detail. The present chapter provides an opportunity to describe the essence of the entire research work in a precise and concise way. As a lot of sincere hard work is involved in every research project in order to discover and solve its underlying intricacies, a researcher can succeed in obtaining the rich harvest of research work only by following various steps systematically and correctly.

STEPS

- Findings of the study
- Conclusion
- Educational Implications of the study
- Limitations of the study
- Suggestions

5.1.0 FINDINGS OF THE STUDY

The findings of the present research are systematically arranged in accordance with the objectives of the study, which are as follows:
5.1.1 OBJECTIVE - 1

To IDENTIFY THE LEARNING DISABLED STUDENTS FROM THE SCHOOLS OF STUDY AREA

To locate the predetermined sample of 120 learning disabled children, 18 schools were surveyed. In which U.P. Board, C.B.S.E. Board and I.C.S.E. Board schools are of equal number i.e. 6 schools of each board have been surveyed. In each school different proportion of disabled cases was traced out. In Radha Krishna Sanatan Dharma Inter College 10 girls were found. In Sant Ram Krishna Inter College, University model school and Ess Ess Convent School, 11 cases were found in each. In Ratan Muni Jain Inter College maximum, 16 cases were found. In Fateh Chand Inter College data of 12 cases has obtained. In rest of the C.B.S.E. Board School 4-5 cases were found, In I.C.S.E. Board schools 1-2 cases were observed. It was concluded that the maximum number of cases found in government and government aided U.P. Board schools. As they belong to thickly populated area and poor socio economic status groups. The parents send them in government schools or nearby government aided schools only. The parents of these children are not well educated and earn less so they cannot send their children in the school which has higher fee also they do not give proper attention to their children as they are not very educated and not aware of the learning problems associated with their children. It has been observed that majority of the students identified as having learning disabilities are not intrinsically disabled but have learning problem because of poor teaching, lack of educational opportunities, limited education resources and lack of parental awareness.
5.1.2 OBJECTIVE: 2

TO MAKE THE SURVEY OF FACILITIES PROVIDED BY THE SCHOOLS FOR LEARNING DISABLED STUDENTS

The facilities provided by schools were studied under five parameters and findings related to each parameter are given below:

A. Conditions for school climate

The Survey revealed that:

1. 12 schools have high expectations from their students.
2. Teachers of 6 schools have positive perception towards diversity.
3. Atmosphere of care and belongingness was observed in all the schools.
4. Organized curriculum was found in 14 schools.
5. The provision of reward and incentives for better achievement was being exercised in all the schools.

B. Differential Instructions

Large student loads, limited time period and curricular mandates make it challenging to adjust instruction for the unique needs of diverse learners from the survey researcher came to know that-

1. In only 3 schools teachers can differentiate instruction successfully.
2. In 7 schools teachers are subject experts.
3. No school is providing training to the teachers to get expertise in differential teaching.
4. In only 2 schools teachers are student experts i.e. they are able to understand the needs of the students and accordingly differentiate their instructions.
C. **Teaching-learning process**

Regarding the parameter, the observed facts are:

1. Only 4 schools were giving more time in interactive process.

2. All the targeted schools (18) were doing students assessment frequently and providing feedback timely.

D. **Special classes for development of reading and language skills**

The survey revealed that no school is providing extra classes for the language development of the learning disabled students because:

1. They are not aware of their learning disability.

2. They are not noticing that students have some language disorder.

3. They are treating each and every student same and teaching in a single pace.

E. **Interactive Teaching**

1. Four out of 18 schools were using interesting methods to enhance interest of students.

2. 14 schools are teaching with traditional chalk board method.

3. 14 schools have laboratory and library facilities for students.

4. Four out of 18 schools are equipped with technology based equipments viz. projector and smart class.
5.1.3. OBJECTIVE - 3

TO STUDY THE BEHAVIORAL PROBLEMS OF LEARNING DISABLED STUDENTS

To identify the behavioral problems of learning disabled children, a checklist was used. The findings have been summarized in three ways as follows:

A. Overall behavioral problems of the sampled group.
B. Behavioral problems of the group in relation to age.
C. Behavioral problems of the group in relation to sex.

A. Overall behavioral problems of the sampled group

(i) Physical/Health Related Problems

The findings related to this aspect revealed that out of 120 cases:

1. Most often 6% cases exhibited stammering and 22% cases stammers occasionally.
2. Repeated occurrence of physical symptoms (Like nausea, stomach ache, head ache and vomiting etc.) was observed in 26% cases and no case showed problems related to regression of previously acquired skills such as bowel and bladder control.
3. Speech articulation problem was seen in almost all the cases, 39% most often and in 52% cases occasionally.

(ii) Mental/Cognitive Problems:

Regarding mental or cognitive problems it was recorded that:

1. 74% cases of selected group were suffering from scholastic problems.
2. 43% were the victims of examinations phobia.
3. 61% cases had lack of concentration.

4. 40% cases exhibited the symptoms of lack of attention.

5. 60% cases were suffering from poor memory.

(iii) Psychological Problems

Number of psychological problem was common in the group studied. The checklist revealed:

1. Aggressive behavior in 53%, annoying tendencies in 39%, nail biting problem in 37% cases, increase in temper tantrums in 37%, persistent severe disobedience in 37% cases, increased irritability and isolation from other children in 34% and blaming tendencies in 32% and habit of unusual tantrums and provocative behavior in 32% were most often behavior problems.

2. 48% cases also exhibited the disturbed sleep and irritability, anxiety in 46%, unrealistic worry and persistent reluctance in 42% each, severe disobedience in 41% cases, disturbed sleep in 40% cases, depression in 37%, blaming tendencies is also in 37% cases severe destructiveness in 54% cases and also annoying tendencies, aggressive behavior in 34% cases and habits of frequent temper tantrums in 38% cases were observed as the occasionally expressed dispositions.

3. Some psychological problems like the thumb sucking tendencies and involuntary wetting of bed are not found in 100% of cases. Fire setting habits, self injurious behavior, stealing habits and repeated lying habits were not observed in 96%, 74%, 71% and 58% cases respectively. Also cruelty to animals, severe destructiveness to property, fear of animals, depression of mood, persistent reluctance, recurrent fear and unrealistic worry were not observed in 46%, 46%, 44%, 43%, 42%, 39% and 37% cases respectively.
(iv) **Social Problems**

In the recorded findings:

1. The most often found social problems were social withdrawal tendency in 48%, excessive levels of fighting or bullying in 42%, lack of close friends in 42%, babyish behavior in 41% few friendly interaction with siblings in 38%, resistance to authority in 35% and defiant conduct in 30% cases.

2. Occasionally 56% cases exhibited problem of annoying tendencies, 51% lack of positive regards for siblings, 47% cases do not want to share with siblings, 41% cases exhibited problems like have undermining tendencies towards the siblings and have defiant conduct. 39% students have few friendly interactions with siblings, fight excessively and resistant to authority. Violation of age appropriate social expectations were seen in 38% cases and 33% cases showed marked competition with siblings.

3. 81% cases do not have the problem of running away from home, 68% cases do not show recurrent distress on separation. Repeated nightmares about separation, persistent reluctance to go to school, habit of truancy and maliciousness towards siblings is not observed in 63%, 57%, 56% and 51% cases respectively. 50% cases did not show fear of being alone at home, 48% do not have hostile relations with adults and violates the age norms.

(B) **Behavioral problems of the group in relation to age**

Observed behavioral problems of learning disabled children on the basis of 3 categories of age are:

1. In 12-13 years of age group, there were 27% cases had high and moderate problem behavior while 46% cases showed low problem behavior.

2. In 14-15 years age group 29% cases had high behavioral problems while 35% and 36% cases had moderate and low problem behavior respectively.

3. It was found that the low behavioral problems were more in higher age groups (16-17) in comparison to other two groups.
It was observed that maturity plays a vital role in reducing the behavioral problems.

(C) Behavioral Problems of the Group in relation to sex:

1. 23% girls showed high problem behavior and 40% expressed moderate problem behavior whereas 37% cases exhibited low problem behavior.

2. Among boys high problem behavior was revealed in 30% cases, moderate problem behavior in 35% and low problem behavior in 38% cases.
CHAPTER-V

5.1.4 OBJECTIVES: 4, 5 AND 6

TO STUDY THE MENTAL, EMOTIONAL AND SOCIAL ASPECTS OF LEARNING DISABLED CHILDREN

Out of nine objectives of the study, the results on objectives 4 to 6 have been discussed individually case wise in chapter-IV.

5.1.5 OBJECTIVE: 7

TO PORTRAY A COMPOSITE VIEW OF THE PERSONALITY OF LEARNING DISABLED STUDENTS

To have a composite view of the personality of the sampled group, the data of whole group was analyzed in composite manner according to different aspects of the personality of the learning disabled children.

5.1.5.1 Mental Aspects of Learning Disabled Children

1. Regarding intelligence only 03% learning disabled children were having superior intelligence, 11% were bright normal, 34% were average, 28% were dull normal and 24% were at borderline position. Not a single case was found in the category of defectives and very superior intelligence.

2. 53% learning disabled children were found average in study habits, 28% cases had low level of study habits and 19% of cases had high level of study habits.

3. In academic achievement motivations of learning disabled children there was 51% cases of average academic achievement motivation, 31% of low academic achievement motivation and only 18% had high academic achievement motivation.

4. In the creativity 45% and 20% cases had average and below average creativity respectively, 18% of cases had low creativity while only 9% cases showed high creativity.
5. The achievement scores of learning disabled children exposed that 39% and 30% cases showed achievement scores between 51-60% and 61-70% percentage. 19% students scored between 71-80%, 10% cases scored between 41-50% and only 2% cases scored between 81-90%.

5.1.5.2 Emotional Aspects of Learning Disabled Children

1. From the whole sample 9% cases were having excellent adjustment skills, 28% were found in good level of adjustment. 39% and 17% cases were of average and unsatisfactory adjustment. Only 7% cases exhibited very unsatisfactory adjustment.

2. On Temperament level 34% and 21% cases had high and average temperament. Intensity of very high temperament was found in 12% cases, while 16% and 17% cases were having low and very low temperament.

3. 46% cases had low level of aspiration and 32% cases had average level of aspiration. Only 22% cases exhibited high level of aspiration.

4. 30% children used to blame others for frustrating situation, 20% students expects the solution of their frustration by others, 19% blame themselves, 13% cannot avoid the frustrating situation, 9% cases were blocked by frustration, 3% each of E, I and E-D. The cases of E category deal their problems aggressively, I category admit their guilt and E-D could attack someone. No case goes further to solve their problems.

5. In self efficacy scale 32% and 37% cases were of average and below average self efficacy. 8% cases each were found to have high and low self efficacy. 7% cases of each above average and very poor self efficacy while only 1% cases showed excellent self efficacy.

5.1.5.3 Social Aspects of Learning Disabled Children

1. In social maturity 24% and 30% of cases were found to have average and above average social maturity respectively. 14% and 13% cases exhibited
above average and low level of social maturity, 9% cases of each high and very low social maturity were observed. Only 1% cases showed very high level of social maturity.

2. Among the targeted group it was found that 48% cases were having average acceptability among peers while 38% students were strongly isolated by peer group. Among them 14% cases are star in their peer groups.

3. Study reveals that most of learning disabled children (68%) under study was getting favorable condition in parent child relationship, while 32% cases showed unfavorable condition in parent child relationship.

4. It was found that 43% and 23% cases were getting average and low home environment respectively. 16% cases showed above average home environment. 10% and 8% students were found to have high and very low home environment respectively. No case was getting very high home environment.

5. 52% cases found the climate of their school average while 22% found it low, 26% believed that their school environment is high.
5.1.6 OBJECTIVE-8

COMPARISON OF THE PERSONALITY OF LEARNING DISABLED CHILDREN

To have a comparative account of personality of learning disabled boys and girls, all the three aspects i.e. mental, emotional and social were compared separately.

5.1.6.1 Comparison of Mental Aspect

1. On comparing intelligence it was found 5% girls had superior intelligence in contrast to 2% boys, 15% girls had bright normal intelligence whereas in boys only 7%, 35% and 33% boys and girls respectively had average intelligence. Dull normal intelligence was found in 28% boys and 27% girls. 28% boys and 20% girls were found at borderline level of intelligence. No one is at defective level.

2. 25% girls had high study habit in contrast to 13% boys. This position got reversed in condition of academic achievement motivation where 25% boys had high achievement motivation compared to 12% girls.

3. 8% boys and 10% girls had high creativity and average creativity was exhibited by 50% boys and 40% girls. Below average creativity was seen in 27% boys and 30% boys. 15% and 20% boys and girls were having low creativity.

4. 33% girls scored between 61-70% than 27% boys. 18% boys and 20% girls scored between 71-80%, 43% boys scored between 51-60% compared to 35% of girls. The percentage of boys and girls both is 10% in 41-50% range.

5.1.6.2 Comparison of Emotional Aspect

1. Adjustment level of 10% boys and 8% girls were excellent, 23% boys and 33% girls showed good adjustment. Average level of adjustment was
exhibited by 48% boys and 30% girls. 12% boys and 13% girls showed unsatisfactory adjustment level. The percentage of boys and girls both were similar (7%) at very unsatisfactory level.

2. 27% boys and 22% girls blame others for any frustrating situation. 22% boys and 18% girls expects solution of their problems from other, 20% boys and 18% girls blame themselves for any unwanted situation. 13% boys and 12% girls were not able to avoid frustrating situation.

3. Both the boys and girls had similar pattern of temperament. 12% boys and 14% girls had very high temperament, 35% boys and 33% girls had high temperament. Average kind of temperament was exhibited by 18% boys and 23% girl. 17% boys and 15% girls showed low temperament while 18% boys and 15% girls had very low temperament. Aspiration level of 37% boys and 18% girls was high. 33% boys and 30% girls exhibited average aspiration while 40% boys and 52% girls had low aspiration level.

4. Self efficacy of 25% boys and 38% girls was average whereas 43% boys and 32% girls were below average. 7% boys and 10% girls had high self efficacy, 5% boys and 8% girls had above average self efficacy. At low level 12% boys and 5% girls and at very poor level 8% boys and 5% girls were found. No boy was excellent in self efficacy but 2% girls were having excellent self efficacy.

5.1.6.3 Comparison of Social Aspect

1. 80% boys and 19% girls were found to have average social maturity while 25% boys and 35% girls had below average social maturity. 13% boys and 15% girls were having above average social maturity while 12% boys and 13% girls showed low maturity. 10% boys and 8% boys were having very low social maturity. At high level of social maturity 8% boys and 10% girls made their position while at very high level of social maturity 2% boys and no girls were found.
2. 13% boys and 7% girls had high home environment while 20% boys and 12% girls had above average have environment. 39% boys and 46% girls were having average home environment. 20% boys and 27% girls had low environment while 8% boys and 8% girls had very low home environment.

3. 54% boys and 52% girls found the school environment average to them. 23% boys and 28% girls found their school climate high while 23% boys and 20% girls found it low to them. 48% of both boys and girls receive average acceptability among peers while 39% boys and 37% girls were feeling isolated among peers. 13% boys and 15% girls are stars among them. Parent child relationship of 68% boys and 67% girls was favorable while of 32% boys and 33% girls were unfavorable.
5.1.7 SUBSIDIARY OBJECTIVES

5.1.7.1 OBJECTIVE - 1: To organize an awareness program for teachers and parents regarding learning disability

5.1.7.2 OBJECTIVE - 2: To develop inspirational biographies of living examples for boosting the morale of learning disabled children

The researcher after completing the data collection in every school collected all the learning disabled children in a hall and guided them for their education and showed them the biographies of renowned personalities who in spite of having learning disabilities attained great success in their life and we know them by their inventions or other works.

The teachers were interviewed on the same day and it was found that most of the teachers were not aware of the learning disabilities and there is a need of an awareness program in the school. So in each school on the day of parent teacher meeting a meeting was organized by researcher in which a learning disability awareness inventory was given to all the parents and it was found that maximum number of parents was not known of learning disability, dyslexia and the signs and symptoms of learning disability. So the researcher has given a lecture cum presentation on the signs and symptoms of learning disability also the measured which should be used by teachers and the parents to deal with this were told to them.

5.2.0 CONCLUSION OF THE STUDY

On the basis of the findings of the study the following conclusions are drawn:

The prevalence of learning disability children is more in the schools of U.P. Board schools where most of the children come from socially and economically deprived groups. The children are not getting parental care and attentiveness also the schools are not doing any effort to
identify them or organizing individualized/differential instructions for them. Sufficient data obtained from C.B.S.E. board schools also because the conditions of the schools are similar to some extent and parents are not aware of their learning difficulties. Very few cases were found from I.C.S.E. board schools because the parents belong to high socio-economic conditions, highly educated and aware of that what their children are studying in the schools or at home and try to resolve their problems.

The schools do not have facilities to identify the learning disabled children and to give them individualized/enriched/differential instructions. Teachers are not aware of the learning disabilities of children and do not know how to spot their difficulties and to deal with them.

About problems of learning disabled children it can be concluded that all such children have few physical, mental, social or emotional problems with variation in intensity. The sampled group was sufferer in few social problems.

Physically most of them have speech articulation defect, mental problems i.e. scholastic problems, examination phobia, poor memory, lack of attention and concentration were present in most of the cases. If we conclude psychological problems most of the cases exhibit aggressive behavior, increased temper tantrums, annoying tendencies, disobedience, anxiety and irritability. Socially they have problems like social withdrawals fighting, lack of friends, babyish behavior, resistance to authority and defiant conduct. Even though there are enough cases who try to cope up with their learning disabilities and hide their learning difficulties.

As far as their personality profiles were concerned it may be summarized that they are mentally average, dull normal or borderline, very few are of superior intelligence and no one is defective. In other mental aspects e.g. creativity, study habits, and academic achievement motivation a negative deviation was observed. Exceptions were there in
high level of mental abilities and academic achievements. They were unable to control their emotions as most of them are of very high/high temperament but their adjustment is average as of normal children. In the reaction of their frustration they fight with siblings, blame others, show frequent tantrums and become disobedient. Their aspirations and self efficacies were low. Socially they are matured and get an average atmosphere in school and at home. So far as the parental acceptance and recognition in peer group are concerned most of them were fully accepted by parents but have average acceptance in friend groups.

The comparison of learning disabled boys and girls concludes that there is no difference in boys and girls in the mental aspects like creativity and achievement, but girls are superior in intelligence and study habit where as boys have higher academic achievement motivations than girls. Emotionally boys have higher aspiration level than girls but low self efficacies than girls and adjustment, frustration and temperament are similar in both. Socially boys are mature than girls and gets better environment than girls. There is no difference in school environment, peer acceptance and parent child relationship of boys and girls.

Baring few mental and psycho-social exceptions, learning disabled children are similar to the normal children. It was found that there is not much difference in the personality of learning disabled children and normal children. The sample selected has learning difficulties in few areas because of the non-identification at early stages and faulty teaching methods used at school also the non-awareness of the parents. Their problems are better be called as learning difficulties not the learning disability. It is assumed that if a person is lacking in any field its effect will be seen on its behavior, the same is true for learning disabled children. They have difficulty in reading, writing and mathematics and could not perform as the normal children that affect their social, psychological and emotional development and problems like aggression,
disobedience, anxiety, destructiveness, frustration, social withdrawal and self esteem may occur.

The awareness, program and self prepared illustrative material were found very effective and had positive impact on children, parents and teachers in boosting their morale. It is imperative therefore that along with providing enhanced instructional support, it is essential to carry out extensive awareness program all throughout in a very earnest manner for benefiting the learning disabled children, their parents, others in the family and the teachers.

5.3.0 EDUCATIONAL IMPLICATIONS

In common classroom both learning disabled and non-learning disabled children are important but learning disabled children need more attention due to their aforesaid limitations within the classroom. Learning disabled children are commonly found to be negative intention, on the so traits like aggression, low self efficacy, anxiety, frustration, social withdrawal, disobedience etc appear in their behavior. Adolescents with learning disability may experience difficulties because they have to exert more effort to do the same work as student in common classroom. The inability to complete a task creates frustration and embarrassment, particularly if the child was unable to achieve what their classmates have easily done. So, a team approach is important for educating the adolescents with a learning disability along with non-learning disabled adolescent, beginning with the assessment process and continuing through the development of the individual education program close collaboration among special class teachers, Parents, resource room teachers, regular class teachers, educational organizations, administrators, curriculum, voluntary organization and teacher training institutions should facilitate the overall development of an adolescent with and without learning disability. Certain educational implications are as follows:
5.3.1. THE BROAD EDUCATIONAL IMPLICATIONS

➢ To promote an understanding of issues related to disability.

➢ To encourage service providers to focus on the individual, not the learning disability.

➢ To develop an understanding of appropriate and effective methods of interaction with learning disabled children.

➢ To get an understanding of the ways in which the information needs of people with learning disabilities can be met.

➢ To organize the favorable program for learning disabled children.

➢ To design an appropriate and effective educational program for learning disabled children.

5.3.2. FOR SCHOOLS

The study is of great importance for schools as it provides feedback to them in managing the required conditions for school climate physical facilities and teaching - learning process:

➢ There should be good well trained specialized and devoted teachers so that they can understand the problems and needs of learning disabled children and tackle them psychologically.

➢ Various interesting methods and audio-visual aids should be used in teaching.

➢ Schools should invite society members and parents in programs and should explore the achievements of learning disabled children.

➢ Every child should be given an opportunity to express him/her and to take an active part in curricular and co-curricular activities. Their efforts should be praised and motivated.
Schools should make proper arrangements for guidance and counseling.

Schools should provide full access to technology based teaching and learning which can enhance the student's interest and attention towards learning and they could learn in a better way.

5.3.3. FOR TEACHERS

Teacher's life is always challenging, the teacher's healing touch of limited duration is like that of a doctor, who operates his/her patient for a very short time but makes tremendous effect without any substitute for it, therefore:

- Teachers should try to determine child's learning difficulties through various means and should know the child's actual level of functioning in every educational and social situation.

- Teacher's should try to co-ordinate between home and school and should discuss the problem with the parents to understand the root cause of their learning disabilities and other psychological problems associated with it.

- Teachers should possess better knowledge about disabilities and should develop the attitude towards children with learning disabilities and competencies in assessment, planning individualized educational program apart from guidance and counseling.

- The teachers should possess thorough understanding about the concept and nature of disabilities with their cause and characteristics, identification and assessment, teacher and training methods and guidance and counseling to parents as well as the children with learning disabilities.

- There is a need for teachers to have requisite understanding of what constitutes learning difficulties and be able to develop appropriate attitudes if he/she would be able to assist learning disabled learners to trap adequate knowledge, attitudes and skills which will make him function effectively in the society.
Teachers can successfully reduce or eliminate a child's difficult behavior with a simple change in the way he/she presents information provides assistance or alters the way the child can demonstrate performance of academic tasks.

They should use well-designed instructional routines to present the information in a participatory fashion with students in their classes. Additionally they should prompt students to apply their strategies, their supports which teachers have taught them.

5.3.4 FOR PARENTS

The parents play a vital role in the emotional and intellectual development of learning disabled children. Parents of learning disabled adolescents have more responsibilities than non-learning disabled adolescent’s parents. Parents devote much time and effort trying to import the information and values they consider importance. Yet the development of children's social skills frequently is taken for granted. It is painful for parents to see a child's rejection by peers. In a sense, it becomes their rejection. Some parents related their own unhappy social experience as children, while others have expectations or dreams for their children that if not realized become source of disappointment and frustration. So,

They must attempt to prevent feeling of inferiority among the learning disabled children by seating them as equal with the other siblings and keep them by exposing in social situations that encourage them to interact with others.

Parents should try to understand their needs and limitations.

Parents should ask their child to list his or her strengths and weaknesses and talk about their own strength and weaknesses with the child.
They should encourage their child to talk to adults with learning disabilities and to ask about their challenges, as well as their strengths.

Parents should discuss different problems, possible decisions and outcomes with their child.

Parents should not restrict rather encourage their participation in social and educational functions.

Show an interest in your child's homework. Inquire about the subjects and the work to be done. Ask questions that require answers longer than one or two words.

Parent should help their child to develop his or her strengths and passions. Feeling passionate and skilled in one area may inspire hard work in other area too.

Parents should work with the child on activities that are within his or her capabilities. This will help build feelings of success and competency.

They should praise their child for both the small step and big leaps in the right direction.

Parents should encourage their child to identify and participate in activities that help reduce stress like sports, games, music or writing in a journal.

5.3.5 FOR EDUCATIONAL STAKE HOLDERS

Educational stake holders play a crucial and formative role in the spheres of cognitive, language, emotional, social and moral development of adolescents. Academic skills such as reading, writing and mathematics form the foundations upon which a student’s performance at school is assessed.

A learning problem may therefore endanger feelings of anxiety, inadequacy and shame, leading to behavioral disturbance in adolescents.
Any negative feedback from school is likely to have an impact on the emotional, social and family functioning of an adolescent. Therefore:

- Educational stakeholders should organize the school management in a manner that takes into account the personality structure of learning disabled children and their problems and capabilities.

- The components such as time table planning, curriculum design, co-curricular activities, games, sports and competitions etc should be left to the initiatives of the teachers.

- Learning disabled children should be given some social responsibilities for better social adjustment.

- A consultant teacher should provide support to regular class teacher and other school staff who work directly with learning disabled children.

- New curriculum which suits to the requirements of learning disabled children should be planned incorporating large number of illustrations, pictures, maps, practical knowledge, manual and creative craft and vocational work.

### 5.3.6 FOR GUIDANCE WORKERS AND COUNSELLORS

Guidance and counsellors must consider the case studies of the learning disabled children in school of the different areas, so that they can arrange suitable counseling programs related to academic matter or to solve their problems related to speech, reading and arithmetic interests and make them more intellectual, social, imaginative, practical, creative, emotionally balanced and value oriented. These guidance services should educate the parents and the public to be aware of disabled and help them to understand their isolated and special personalities and attitudes. They should get trained in different techniques and ways to communicate with learning disabled children.
5.4.0 LIMITATIONS OF THE STUDY

Many times a researcher is unable to carry out his or her work as perfectly as he/she would like to do due to lack of resources, knowledge and expertness. The present study also has few limitations which could not be overcome due to several reasons and lack of resources at the disposal of the researcher. Limitations the present study that have come to light are:

- In the present study the focus was on learning disabled children. Hence the results derived from this study cannot be applied for all types of disabled children.
- The age limit of learning disabled children was taken between 12 to 17 years only.
- Due to paucity of time the study was restricted to schools of Agra city only. If intercultural samples on inter-state basis been taken for this study it could have been more interesting and useful.
- Some other additional sophisticated statistical techniques could be employed to analyze the group data.

5.5.0 SUGGESTIONS FOR FURTHER RESEARCHES

The statement, "we live on past in present for future", is very pertinent in relation to any research. Past researcher assisted whatever explored in this study and it was considered that few suggestions must be given for future investigation. In the light of present study suggestions are as follows:

- The follow-up of the same study may be conducted.
- Longitudinal study may be carried out.
- Instead of short range of age groups 12 - 17 years, three groups eg. 5-10 years, 11-15 years, 16-21 years may be taken to draw the more significant conclusions
Investigation covering other aspects which were not included in the present study may be fruitful.

Research may be planned to other types of disabled students.

A comparative study of learning disabled and non disabled may be conducted on the different aspects of life.

5.6.0 AN OVERVIEW OF THE CHAPTER

In this final chapter, the researcher has summarized the key findings of this study, in accordance with its goals and objectives. The implications and recommendations for further research in the field of learning disability and its fruitfulness in the education have also been provided. The researcher has also attempted to outline various limitations of the study. The chapter concludes with an outline of suggestions for perspective research work related to the area of learning disability.