CHAPTER VI

SUMMARY OF THE STUDY, CONCLUSIONS AND SUGGESTIONS

Statement of the Problem
Hypotheses of the Study
Objectives of the Study
Methodology in Brief
Major Findings
Conclusions
Suggestions
Suggestions for Further Research
CHAPTER VI
SUMMARY OF THE STUDY, CONCLUSIONS AND SUGGESTIONS

The major purpose of the present study was to identify the effect of deficit in scientific skills on achievement in science of learning disabled children at primary level. A brief summary of the study followed by major findings, conclusions and suggestions are described in this chapter.

6.1 STATEMENT OF THE PROBLEM

The present study is entitled as ‘EFFECTS OF DEFICITS IN SCIENTIFIC SKILLS ON ACHIEVEMENT IN SCIENCE OF THE LEARNING DISABLED AT THE PRIMARY SCHOOL LEVEL’.

6.2 HYPOTHESES OF THE STUDY

The following were the hypotheses formulated for the present study:

(1) Nearly 1/5 of the total population are learning disabled at the primary level.

(2) There is significant variation in the in science process skills among the normal and learning disabled as well as language disabled and mathematical disabled.

(3) Learning disabled students will exhibit certain gaps in science process skills which will affect their achievement in science.
Summary and Conclusions

(4) There is significant variation in the levels of achievement in science of normal and learning disabled students.

(5) There is significant variation in the levels of intelligence of normal and learning disabled students.

(6) There is significant difference between boys and girls of normal and learning disabled children with respect to their science process skills, achievement in science and intelligence.

6.3 OBJECTIVES OF THE STUDY

The following were the specific objectives of the study:

(1) To find the learning disabled (total) as well as language learning disabled and mathematical learning disabled at the primary school level.

(2) To study the difference between the normal and learning disabled children as well as language learning disabled and mathematical learning disabled with respect to their Science Process Skills.

(3) To study the effect of the deficit in Science Process Skills on achievement in science of the normal and learning disabled children as well as language learning disabled and mathematical learning disabled.

(4) To study the difference between normal and learning disabled children as well as language learning disabled and mathematical learning disabled with respect to their achievement in science.
(5) To study the difference between normal and learning disabled children as well as language learning disabled and mathematical learning disabled with respect to their intelligence.

(6) To study the difference between boys and girls of the normal and learning disabled with respect to their science process skills, achievement in science and intelligence.

6.4 METHODOLOGY IN BRIEF

6.4.1 Sample

The study was conducted on a sample of 614 standard IV children (325 boys and 289 girls) selected from various schools of Alappuzha and Kottayam district.

6.4.2 Tools Used

1. Science Process Skill Test
2. Test of Achievement in Science
3. Diagnostic Test to identify the disorders of Reading and Writing
4. Diagnostic Test to identify Mathematical Disabilities
5. Raven's Coloured Progressive Matrices Sets A, A6, B.

The learning disabled was identified by administering diagnostic tests in Malayalam and mathematics. The scores obtained through the tests were classified by finding its mean and standard deviation. Those getting scores below $M-\sigma$ are classified as learning disabled and the rest as non-disabled. The language learning disabled and mathematics learning disabled together was taken as the learning disabled (total) in the sample.
6.5 MAJOR FINDINGS

Following are the major findings emerged at from the study:

The study found that 40 (6.50%) are language learning disabled and 77 (12.50%) are mathematics learning disabled from a total sample of 614. Thus, the learning disabled (total) in the whole sample is found to be 117 (19%).

Comparison of Learning Disabled (LD) and Non-disabled (ND) (Total) shows that there is significant difference between these groups with respect to their achievement in Malayalam (CR = 19.72; p < 0.01). The higher mean value of non-disabled (ND) children shows that ND children are better in their achievement in Malayalam compared to LD children.

There is significant difference between LD and ND children (Total) with respect to their achievement in mathematics (CR = 17.78; p < 0.01). The higher mean value indicates that ND children are better compared to LD children in their achievement in mathematics.

When the mean science process skills test scores of LD and ND children were tested for significance, the CR value obtained was found to be significant (CR = 30.13; p < 0.01). The higher mean value of ND children is indicative of the fact that they are superior to LD children in the case of science process skills.

Comparison of LD and ND children with respect to their intelligence reveal that they differ significantly in terms of their intelligence.
Summary and Conclusions

(CR = 26.09; p < 0.01). The higher mean value indicates that ND children are having more intelligence compared to their counterparts.

There is significant difference between LD and ND children with respect to their achievement in science (CR = 54.07; p < 0.01). The higher mean value of ND children shows that they are better in achievement in science compared to LD children.

Comparison of language LD and ND revealed that there is significant difference between language LD and ND with respect to their achievement in Mathematics (CR = 5.50; p < 0.01). The higher mean value indicates that language ND is better in their achievement in mathematics compared to language LD.

When the mean scores of language LD and ND with respect to their science process skills were tested for significance, significant difference was found between language LD and ND with respect to their science process skills (CR = 5.32; p < 0.01). The higher mean value shows that language ND children are superior to language LD children with respect to their science process skills.

There is significant difference in the intelligence scores of language LD and ND (CR = 2.01 p < 0.01). The higher mean value scores indicate that ND students are superior to LD students in terms of their intelligence.

There is significant difference in the achievement in science of language LD and ND children (CR = 5.24; p < 0.01) and the higher mean
score indicates that ND children are better in achievement in science compared to their LD counterparts.

Comparison of mathematics LD and ND revealed that there is significant difference between these groups with respect to their achievement in Malayalam (CR = 8.05; p < 0.01) and from the higher mean score of ND children it can be seen that they are superior to LD children in their achievement in Malayalam.

Comparison of the mean scores of science process skills test showed that there is significant difference in the science process of skills of mathematics LD and ND students (CR = 5.95; p < 0.01) and higher mean value indicates that mathematics ND children are better in their science process skills compared to mathematics LD children.

There is significant difference between mathematics LD and ND children in their intelligence level (CR = 2.26; p < 0.05). The mean score of ND children was found to be higher than the mean score of LD children showing that ND children are better compared to LD children.

There is significant difference between mathematics LD and ND children with respect to their achievement in science (CR = 5.44; p < 0.01). The higher mean value of ND children indicates that mathematics ND children are having better achievement in science compared to mathematics LD children.
Comparison of language LD and mathematics LD shows that there is no significant difference between Malayalam LD and Mathematics LD with respect to the science process skills (CR = 0.00; p > 0.05).

There is no significant difference between Malayalam LD and mathematics LD with respect to their intelligence (CR = 0.60; p > 0.05).

There is no significant difference between Malayalam LD and mathematics LD with respect to their achievement in science (CR = 0.08; p > 0.05). So, it can be said that Malayalam LD and mathematics LD are of the identical with respect to their achievement in science.

Comparison of boys and girls showed that there is significant difference between boys and girls with respect to their achievement in Malayalam (CR = 2.07; p < 0.05). The higher mean value shows that girls are superior to boys in their achievement in Malayalam.

There is no significant difference between boys and girls with respect to their achievement in Mathematics (CR = 0.35; p > 0.05).

There is no significant difference between boys and girls with respect to their science process skills (CR = 1.21; p > 0.05).

There is significant difference between boys and girls with respect to their intelligence (CR = 2.96; p < 0.01). The higher mean value score of the girls is indicates that girls are more intelligent compared to boys.

There is no significant difference between boys and girls with respect to their achievement in science (CR = 1.92; p > 0.05).
Comparison of LD boys and LD girls reveals that there is no significant difference between LD boys and LD girls with respect to their achievement in Malayalam (CR = 0.58; p > 0.05).

It is seen that LD boys and LD girls differ significantly with respect to their achievement in mathematics (CR = 2.02; p < 0.05). As the mean value is higher for boys, it can be said that LD boys are superior in their achievement in mathematics.

It is also seen that LD boys and LD girls differ significantly with respect to their science process skills (CR = 2.19; p < 0.05). The mean value is higher for the LD boys group, indicating that LD boys are superior to LD girls with respect to their science process skills.

There is no significant difference between LD boys and LD girls with respect to their intelligence (CR = 1.59; p < 0.05).

There is no significant difference between LD boys and LD girls with respect to their achievement in science (CR = 0.00; p > 0.05).

Comparison of ND boys and ND girls showed that there is no significant difference between ND boys and ND girls with respect to their achievement in Malayalam (CR = 1.81; p > 0.05).

It is found that ND boys and ND girls do not differ significantly with respect to their achievement in mathematics (CR = 0.64 p < 0.05).

It is also seen that the ND boys and ND girls do not differ significantly with respect to their science process skills (CR = 1.89; p > 0.05).
When the mean scores of ND boys and ND girls with respect to their intelligence was tested for significance, it was found that ND boys and ND girls differ significantly with respect to their intelligence (CR = 1.99; \( p < 0.05 \)). The higher mean value obtained by ND girls indicates the fact that they are more intelligent compared to ND boys.

Comparison of ND boys and ND girls with respect to their achievement in science showed significance difference (CR = 2.09 \( p < 0.05 \)). The higher mean value of ND girls suggests that ND girls are better in their achievement in science compared to ND boys.

Comparison of LD boys and ND boys with respect to their achievement in Malayalam showed significant difference (CR = 14.05; \( p < 0.01 \)). The higher mean value of ND boys indicates that ND boys are superior to LD boys in the case of their achievement in Malayalam.

It is also seen that LD boys and ND boys differ significantly with respect to their achievement in mathematics (CR = 9.58; \( p < 0.01 \)). The higher mean value of ND boys indicates that ND boys are superior to LD boys in their achievement in mathematics.

There is significant difference between LD boys and ND boys with respect to their science process skills and the difference is in favour of ND boys (CR = 17.74; \( p < 0.01 \)).

Comparison of the mean scores of LD boys and ND boys with respect to their intelligence also showed significant difference (CR = 19.35;
The mean value obtained is higher for ND boys showing that ND boys are more intelligent compared to LD boys.

There is significant difference between LD boys and ND boys with respect to their achievement in science (CR = 39.16; p > 0.05). The higher mean score obtained for ND boys indicates that they are superior to LD boys in terms of achievement in science.

Comparison of LD girls and ND girls showed that there is significant difference between LD girls and ND girls with respect to their achievement in Malayalam (CR = 13.91; p < 0.01). The higher mean value of ND girls shows that ND girls are superior to LD girls in the case of their achievement in Malayalam.

Significant difference was noticed between LD girls and ND girls when the mean scores of their achievement in mathematics was tested for significance (CR = 19.83; p < 0.01). The mean value is higher for ND girls, showing that ND girls are superior to LD girls in their achievement in mathematics.

There is significant difference between LD girls and ND girls with respect to their science process skills and the difference is in favour of ND girls (CR = 33.89; p < 0.01).

Comparison of LD girls and ND girls with respect to their intelligence also showed significant difference and the higher mean score of ND girls indicates that they are superior in their intelligence (CR = 17.41; p < 0.01).
Summary and Conclusions

There is significant difference between LD girls and ND girls with respect to their achievement in science (CR = 37.16; p > 0.05). The mean score obtained for ND girls is higher. It indicates that ND girls are superior to LD girls in terms of achievement in science.

Comparison of language LD boys and girls revealed that there is no significant difference between language LD boys and girls with respect to their achievement in Malayalam (CR = 1.92; p > 0.05).

Language LD boys and girls do not differ significantly with respect to their achievement in mathematics (CR = 1.22; p < 0.05).

There is no significant difference between language LD boys and girls with respect to their science process skills (CR = 1.11; p > 0.05).

No significant difference was found between language LD boys and girls in terms of their intelligence (CR = 1.76; p < 0.01).

There is no significant difference between language LD boys and girls with respect to their achievement in science (CR = 1.15; p > 0.05).

When the mean scores of language ND boys and girls with respect to their achievement in Malayalam was tested for significance, it was found to be not significant (CR = 1.63; p > 0.05).

No significant difference was found between language ND boys and girls with respect to their achievement in mathematics (CR = 0.49; p < 0.05).

It is seen that language ND boys and ND girls do not differ significantly with respect to their science process skills (CR = 0.53; p > 0.05).
Summary and Conclusions

There is significant difference between language ND boys and girls in terms of their intelligence (CR = 2.09; p < 0.05) and the difference is in favour of language ND girls.

There is no significant difference between language ND boys and girls with respect to their achievement in science (CR = 1.32; p < 0.05).

Comparison of language LD boys and ND boys shows that there is significant difference between them in their achievement in mathematics (CR = 2.77; p < 0.01). The mean value obtained for language ND boys is higher than the mean value obtained for language LD boys showing that language ND boys are better in their achievement in mathematics.

There is significant difference between language LD boys and ND boys with respect to their science process skills (CR = 4.15; p < 0.01). The higher mean value of language ND boys indicates that language ND boys are superior to language LD boys with respect to their science process skills.

There is significant difference between language LD boys and ND boys in terms of their intelligence (CR = 2.06; p < 0.05). The higher mean value of language ND boys shows that they are superior to language LD boys in terms of intelligence.

There is significant difference between language LD boys and ND boys with respect to their achievement in science (CR = 3.71; p < 0.01). The higher mean value obtained for language ND boys indicates that language ND boys are superior to LD boys with respect to their achievement in science.
Summary and Conclusions

When the mean scores of language LD girls and ND girls on their achievement in mathematics was tested for significance, it was found that there is significant difference in their achievement in mathematics (CR = 3.80; p < 0.01). The higher mean value of language ND girls is indicative of the fact that they are better in their achievement in mathematics compared to language LD girls.

There is significant difference between language LD girls and ND girls with respect to their science process skills (CR = 4.16; p < 0.01). The mean value obtained for language ND girls is higher than the mean value obtained for language LD girls indicating that language ND girls are superior in their science process skills compared to language LD girls.

There is significant difference between language LD girls and ND girls in terms of their intelligence (CR = 2.70; < 0.01). The higher mean value of language ND girls shows that they are more intelligent compared to language LD girls.

Comparison of language LD girls and ND girls with respect to their achievement in science showed that there is significant difference between language LD girls and ND girls with respect to their achievement in science (CR = 4.36; p < 0.01). The mean value obtained for language ND girls was found to be higher indicating that language ND girls are better in their achievement in science compared to language LD girls.

When the mathematics LD boys and girls were compared with respect to their achievement in Malayalam, no significant difference was
found between these groups in their achievement in Malayalam (CR = 0.07; p > 0.05).

There is no significant difference between mathematics LD boys and girls with respect to their achievement in mathematics (CR = 0.91; p > 0.05).

There is no significant difference between mathematics LD boys and girls with respect to their science process skills (CR = 0.66; p > 0.05).

No significant difference is seen between mathematics LD boys and girls in terms of their intelligence (CR = 0.37; p > 0.05).

There is no significant difference between mathematics LD boys and girls with respect to their achievement in science (CR = 0.68; p > 0.05).

Comparison of mathematics ND boys and girls shows that there is significant difference between Mathematics ND boys and girls with respect to their achievement in Malayalam (CR = 2.21; p < 0.05). The higher mean value obtained for girls shows that girls are superior to boys in the case of achievement in Malayalam.

There is no significant difference between mathematics ND boys and girls with respect to their achievement in mathematics (CR = 0.73; p > 0.05).

No significant difference was seen between mathematics ND boys and girls with respect to their science process skills (CR = 1.61; p > 0.05).
There is significant difference between mathematics ND boys and girls with respect to their intelligence (CR = 2.96; p < 0.01). The higher mean value of mathematics ND girls is indicative of the fact that they are superior to boys in terms of intelligence.

In the case of achievement in science also, significant difference was seen between mathematics ND boys and girls (CR = 2.40; p < 0.05). As the girls are having the higher mean value, it can be said that mathematics ND girls are superior to boys in their achievement in science.

When the mean scores of mathematics LD boys and ND boys in their achievement in Malayalam was tested for significance, significant difference was seen between LD boys and ND boys (CR = 6.86; p < 0.01). The higher mean value of ND boys is indicative of the fact that they are superior to LD boys in terms of achievement in Malayalam.

There is significant difference between mathematics LD boys and ND boys in their science process skills test (CR = 5.91; p < 0.01). The higher mean value of mathematics ND boys shows that they are superior to LD boys in terms of science process skills.

There is no significant difference between mathematics LD boys and ND boys in terms of their intelligence (CR = 1.95; p > 0.05).

There is significant difference between mathematics LD boys and ND boys with respect to their achievement in science (CR = 4.89; p < 0.01). The higher mean value of mathematics ND boys indicates that they are superior to LD boys in achievement in science.
Comparison of mathematics LD girls and ND girls with respect to their achievement in Malayalam shows there is significant difference between these groups (CR = 4.29; p < 0.01). It can be seen from the higher mean value obtained by mathematics ND girls that they are better in achievement in Malayalam compared to mathematics LD boys.

There is significant difference between mathematics LD girls and ND girls with respect to their science process skills (CR = 2.75; p < 0.01). Mathematics ND girls are having a higher mean score compared to mathematics LD girls showing that mathematics ND girls are better in their science process skills compared to mathematics LD girls.

There is no significant difference between mathematics LD girls and ND girls in terms of their intelligence (CR = 1.87; p > 0.05).

There is significant difference between mathematics LD girls and ND girls with respect to their achievement in science (CR = 2.52; p < 0.05). The higher mean value of mathematics ND girls shows that they are superior to mathematics LD girls in terms of achievement in science.

All the correlation coefficients obtained between science process skills and achievement in science showed significant and positive correlations. It shows that there is positive correlation between science process skills and achievement. When the science process skills increase, achievement in science also increases and vice versa.
CONCLUSIONS

The present study was an attempt to find out the effect of deficit in scientific skills on achievement in science of standard IV children. Based on the findings of the study, the following conclusions are drawn which are given below:

The study found that 40 (6.50%) are language learning disabled and 77 (12.50%) are mathematics learning disabled. Thus, it is evident from the study that about 20 per cent of the population are learning disabled.

The study also found that there is significant difference between learning disabled children (LD) and non-disabled (ND) children with respect to their achievement in Malayalam, mathematics, science process skills, intelligence and achievement in science which shows the superiority of non-disabled children. It was also found from the study that there is a significant positive correlation between science process skills and achievement in science in the case of both LD and ND children. It means that as the science process skills increase, achievement in science also increases and vice-versa. As the science process skills and achievement in science of learning disabled children are found to be poor, it can be seen that the discrepancy in science process skills of the learning disabled had led to their poor achievement in science.

Regarding language learning disabled and non-disabled children, significant difference was found between these groups with respect to their achievement in mathematics, science process skills, intelligence and
achievement in science. Here also, a significant and positive correlation was found between science process skills and achievement in science for both language LD and ND. The wide disparity of language LD children and ND children with respect to their science process skills and achievement in science suggests that the deficit in science process skills had lead to their reduced achievement in science.

The mathematics learning disabled and non-disabled also were found to differ significantly with respect to their achievement in Malayalam, science process skills, intelligence and achievement in science and the difference was found to be in favour of mathematics non-disabled. Here also, correlation coefficients obtained between science process skills and achievement in science for mathematics LD and ND children shows a significant positive correlation indicating the relationship between science process skills and achievement in science. The deficit of learning disabled children in science process skills and the poor achievement in science lead to the conclusion that the meagre performance of mathematics LD children with regard to their achievement in science is due to the deficit in their science process skills.

When the learning disabled (LD) boys and girls were compared, it was found that in the case of achievement in mathematics and science process skills, LD boys are superior to LD girls. But, Comparison of ND boys and ND girls showed that ND girls are superior to ND boys in terms of their
intelligence and achievement in science. This may be because of the hard working nature of girls.

The study also found that LD boys are inferior in the case of their achievement in Malayalam, mathematics, science process skills, intelligence and achievement in science compared to ND boys. For LD boys and ND boys also, significant positive correlation was found between science process skills and achievement in science indicating that lack of science process skills had led to their poor achievement in science.

The study highlighted the fact that ND girls are better in their achievement in Malayalam, mathematics, science process skills, intelligence and achievement in science compared to LD girls. As the correlation between science process skills and achievement in science is significant and positive for both these groups, the better achievement in science of ND girls can be attributed to their improved science process skills.

Language LD boys were also found to be weaker in their achievement in mathematics, science process skills, intelligence and achievement in science compared to language ND boys. In the case of language LD girls and ND girls, significant difference was found between their achievement in mathematics, science process skills, intelligence and achievement in science favouring language ND girls.

The study found that mathematics LD boys and girls do not differ significantly with respect to their achievement in Malayalam, mathematics, science process skills, intelligence and achievement in science.
But in the case of mathematics ND boys and girls significant difference was seen between these groups with respect to their achievement in Malayalam, mathematics and achievement in science. This may be due to the fact that girls are hard working compared to boys.

Mathematics LD boys and ND boys were found to differ significantly with respect to their achievement in Malayalam, science process skills, achievement in science. This difference was seen in favour of mathematics ND boys. Comparison of mathematics LD girls and ND girls also showed significant difference between these groups with respect to their achievement in Malayalam, science process skills and achievement in science, the difference being in favour of mathematics ND girls. For both these groups, intelligence was found to be not differing significantly. Here also, the correlation coefficients obtained between science process skills and achievement in science for mathematics LD boys and ND boys and mathematics LD girls and ND girls showed that there is significant and positive correlation for all the groups correlated. Thus, the discrepancy in science process and achievement in science of mathematics and LD boys and LD girls could be attributed to the fact that their deficiency in their science process skills had led to their poor achievement in science.
SUGGESTIONS

The findings of the present study have wide implications in the early identification of learning disability in children and in implementing remedial measures in the teaching of learning disabled children. The present study shows that around 19 per cent are learning disabled in the sample selected for the study. This emphasises the urgency in recognising learning disability as a major obstruction in the academic achievement of children. It is hoped that the diagnostic tests in language and mathematics for standard IV, constructed and standardised by the investigator by consulting experts in the field of education of the learning disabled children, experts from SCERT and teachers of primary school, will be of great use in identifying the learning disabilities of children in the area of reading, writing and mathematics learning disability at an early stage.

As the study found that learning disabled children have certain deficit in their science process skills which hampers their achievement in science, these could be remedied through proper and timely intervention. The study also found that there is significant and positive correlation between science process skills and achievement in science. Curriculum planners should give due importance to this and appropriate instructional strategies must be developed and practised to enhance the science process skills of the learning disabled children which in turn will improve their achievement in science. Instructional strategies which are found successful in developed countries can be adapted to Indian conditions and can be implemented in our
schools also. Besides, some measures which are described below must be implemented so as to rectify the learning disabilities in children. The overall cognitive development of the learning disabled children will enhance their science process skills also which may result in the progress of their achievement in science.

Identification of learning disability and its causes at an early stage is inevitable since remediation may be more effective during early years. Law makers should enact specific laws to include the identification of learning disability of a child and special services to learning disabled students as a compulsory and routine affair in the school programme. The authorities should ensure that there must be at least one full time teacher in every school who is a specially trained professional with experience in using remedial methods in the areas of reading, writing and mathematics.

Learning disabled children need the support of a multi-disciplinary team. It should consist of regular teachers, specialists, psychologists, speech therapists, physicians and counsellors. As learning disability can be misinterpreted as carelessness and inattentiveness, diagnostic tests like the one the investigator has constructed could be administered and based on the assessment made through these tests, the child could be diagnosed in which area he/she is having the disability (reading, writing or mathematics) and can be remedied accordingly. In addition to that, school authorities must ensure the support of the above said
professionals to identify the causes of learning disability of the child and in giving adequate remedial measures.

Teachers, especially class teacher, have the prime role in identifying the learning disability of a child and implementing appropriate remedial measures. The class teacher is the best observer of the child's level of achievement. He/she can communicate her observation to the parents if she notices any kind of learning disability. He/she should provide the learning disabled children with extra time if they are unable to keep pace with the rest of the class. If required, the learning disabled children should be permitted to seek help from another child in copying notes and such activities which they find difficult. The attitude and approach of the teachers towards learning disabled children must be supportive. Teachers should behave to the learning disabled children positively so as to promote the self-confidence of these children for it is vital for any remedial programme to achieve success.

For enabling teachers to look into learning disability as a real problem, they should be made aware of the intricacies of learning disability and its remediation through pre-service and in-service programmes.

Parents also have a great role in the remediation of the learning disability of the child. They have to obtain feedback from the teachers constantly and should encourage and help the child to complete the task which was assigned to them from school. As the parents are found to be reluctant to admit that their child is learning disabled, they should be made aware by the school authorities of the importance of remedying the learning
Summary and Conclusions

disability of a child to enable him learn properly like their non-disabled peers. Counselling services to parents must be made available by school authorities to enable them to cope up with the difficulties arising out of the problem of learning disability. The collective efforts of parents, teachers, school authorities and other professionals are vital in mainstreaming the learning disabled child. Techniques like resource room model, special day school programme, service of an expert teacher, etc. should be practised to mainstream the learning disabled children without much difficulty. Lessons could be taught by simplifying the content with the support of songs and role-plays so as to enable the learning disabled child to get more interest in the curriculum.

It is hoped that the results of the study would be helpful to parents, teachers, curriculum planners and other related people in the identification and remediation of learning disability.

SUGGESTIONS FOR FURTHER RESEARCH

Some of the possible areas which can be made use for further research are given below:

1. A study of the effects of scientific skills on achievement in science in secondary level can be attempted.

2. As the study was carried out on children with same socio-economic status, a similar study can be carried out on children from different socio-economic status.
3. The influence of locale and management of school on learning disability of children can be explored.

4. Role of parents in the remediation of learning disability can be studied in detail.

5. A study on the effect of remedial teaching methods on learning disabled children can be conducted.

6. Instructional materials for learning disabled children can be developed and tested for effectiveness.