CHAPTER- V

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter has been devoted to the main findings of the study, educational implications and suggestions for further research.

5.1 Main Findings

On the basis of the analysis and interpretation as given in previous chapter, the following main findings regarding the effect of the intervention programme based on ‘Disability related films and documentaries’ on the awareness and attitudes of students about disability have emerged out from the study.

5.1.1 Findings Related to Level of Awareness among Students about Disability Issues (Pre and Post Intervention Programme)

(i) A vast majority (60%) of students were found to have low level of awareness about disabilities and related issues before the Intervention Programme, with only 26 percent students having high level of awareness about disability.

(ii) When the pre-test and post-test scores of students on the ‘Awareness about Disability’ Questionnaire were calculated and analyzed, it was found that the intervention programme has had a significant positive impact on the awareness level of students about the disability issues. The awareness level enhanced from low to high. Percentage of score rose from 26 to 58, that clearly shows an increase in overall awareness level of students.

(iii) Decrease in percentage from 60 to 23 of students having low level of awareness shows the increase in awareness level of students post Intervention Programme.
5.1.2 Findings Related to Attitude of Students towards Disability Issues (Pre and Post Intervention Programme)

(i) Students were found to have negative attitude towards disabilities and related issues before the Intervention Programme, with only 24 percent students having positive attitude towards disability.

(ii) The intervention programme has been found to have a positive effect in changing the attitude of students towards disabilities. An increase in percentage of positive attitude of students from 24 to 63 percent post intervention proves it.

(iii) Decrease in percentage from 57 to 15 of students having negative attitude shows positive change in attitude of students post Intervention Programme.

5.1.3 Findings Related to Awareness of Students about Disability Issues (Dimension-Wise)

(i) Students were found to have a low level of awareness about disabilities before the intervention programme with mean score 28.26.

(ii) The Intervention Programme has had a significant positive impact in enhancing awareness among students about ‘Identification, Causes and Prevention of Disability’. Improvement of mean score from 7.37 to 19.99 clearly shows a magnificent improvement in awareness level of students.

(iii) Rise in mean score from 8.20 to 19.54 shows that Intervention Programme made students more aware about ‘Myths about Disability Issues’.

(iv) Students became more aware about ‘Constitutional and Legal Safeguards for Persons with Disability’ as is evidently shown by increase in their mean awareness score from 3.48 to 7.79.
(v) Students’ awareness level became significantly higher for persons with disability after the exposure to intervention programme as their mean score improved from 2.66 to 5.31 w.r.t. the issue of ‘Facilities for Persons with Disabilities’.

(vi) Improvement in the mean scores of students from 4.89 to 10.46 clearly proved that Intervention programme has enhanced their awareness about ‘Education, Training and Employment of Persons with Disabilities’.

(vii) A rise in mean scores of students from 1.65 to 2.61 showed their enhanced level of awareness on items of ‘Miscellaneous’ nature related to disability issues.

5.1.4 Findings Related to Attitude of Students about Disability Issues (Dimension-Wise)

(i) The intervention programme has been found to enhance the positivity w.r.t. ‘Basic courtesies/etiquettes when interacting with people with disability’ in students by showing an improvement in mean score from 4.81 to 10.46 after the intervention programme.

(ii) The difference in mean scores of students in pre-test and post-test, 2.68 and 6.02 respectively, with regard to their attitude on ‘Inclusion of persons with disability in society’ indicates that student’s attitudes changed from neutral or negative to positive and healthy.

(iii) Students’ attitudes towards ‘Facilities for people with disabilities’ before the intervention programme were somewhat negative as the mean score was found to be 3.86. There was a positive significant change in their attitudes after exposure to the intervention programme by a rise in the mean score to 7.32.
(iv) The impact of the intervention programme on the attitudes of students was seen when it was observed that students’ ‘Perception with regard to abilities of people with disabilities’ changed significantly in positive direction after the application of the intervention programme. Improvement in mean score from 3.80 to 7.80 proves it.

(v) With regard to students’ ‘Attitudes towards behavioral/disciplinary outcomes of persons with disabilities’, the impact of intervention was found to be healthy with an increase in mean score to 4.99 from 2.17.

5.2 EDUCATIONAL IMPLICATIONS

The present study gives evidence that the intervention programme is an impressive and effective tool to generate awareness about disability issues and in redirecting or changing the attitudes of respondents about persons with disabilities in favorable directions.

Hence, in many ways the findings of the present study can be beneficial for students, teachers, social workers, media personnel, administrators and policy makers. The study implicates following suggestions:

(i) Films and Documentaries based on disability should be shown to students to enhance awareness about not discriminating with persons with disabilities.

(ii) Social workers should plan and run rehabilitation and awareness programme thereby enhancing the amalgamation of the disabled into the society at large in a favorable direction.

(iii) Media personnel can make people aware about the problem and enhance the awareness about the disabled amongst the masses.

(iv) Media should plan more informative and interesting media based interventions for all segments of the society in a favorable direction.
(v) Policy makers should allocate sufficient funds for evolution and execution of the intervention strategies for creating awareness about disability issues.

(vi) Teachers can create an awakening in students about legal rights of persons with disabilities as well as about the services and facilities provided by government to these persons.

(vii) Generating awareness among the policy makers about the magnitude of the problem and inspiring them to allocate larger funds for the development and execution of the intervention strategies.

(viii) Inspiring the media to give a right platform to persons with disabilities to raise their problems before the authorities and society.

(ix) School administration can make more ‘Media based on Disability’ available to enhance the knowledge of students about the issue.

(x) Media should promote more films and documentaries based on disability for making easy access to masses.

(xi) More entertainment quotients should be added to such movies to attract more viewers.

(xii) More intervention programmes should be planned to enhance the awareness level of students towards disability and related issues.

(xiii) Enabling the media to plan and produce more informative and interesting intervention strategies for all segments of the society, helping in eradication of deep rooted misconceptions and myths about disability in society.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

Keeping in view the findings of the study, the following recommendations are made:

(i) The present study is based on a sample drawn from a limited
geographical and socio-cultural strata. For better generalization of results, a study can be undertaken covering wider geographical area and different socio-cultural contexts.

(ii) In the present study, the sampled schools were police schools and private schools. A study can be undertaken covering a variety of schools like Government-aided schools, urban schools, rural schools, girls’ schools, boys’ schools, colleges, teachers’ training institutions, polytechnics and other educational institutions.

(iii) The media have a powerful/profound impact upon societal views. In the present study, films and documentaries were used. A comparative study of print and electronic media can be undertaken to assess their relative positive/negative impact on society’s belief and attitudes about people with disabilities.

(iv) In the present study, students of class VIII and IX were selected. Subjects from other levels of education could be sampled.

(v) In the present study, students of urban schools were studied. A comparative study of urban and rural school students can be undertaken.

(vi) Parents can also be included for further study.

(vii) Some follow up studies may be conducted to know about the retention and usefulness of the information given during the intervention programme to the respondents.