CHAPTER V

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The present investigation was designed to explore "CONCEPT FORMATION CREATIVITY and PERSONALITY of Hearing Impaired students. In Relation to this investigation has been carried out in Hindi medium hearing handicapped /Deaf & Dumb schools of few districts of Uttar Pradesh. Only 200 Hearing Impaired students were selected for the study. The analysis of the data collected led certain important findings which are summarized in this chapter.

FINDINGS

An attempt has been made to describe and discuss the findings of the present investigation in terms of various factors like CONCEPT FORMATION Creativity and PERSONALITY of hearing impaired students. In pursuance of the objectives of this investigation. The data were organised in a number of ways to suit not only the occasions but also to accomplish the objective of this study the major findings of the present investigation are as follows :-

1- Concept formation is significantly correlated to variable creative thinking and personality factor A.C.F. and G.A significant correlation is perceived that the concept formation in influence factor to increase or decrease the level of creative thinking and personality traits. Related to above mention is factors in case of personality factor B, D, E, H, I, J, O, Q2, Q3 and Q4 have no any effect from variable concept formation.

2- Creative thinking in significantly correlated to variable concept formation and personality factor B, Q3 and Q4. A significant correlation is perceived that the creative thinking is influencing factor to increase or decrease the level of concept formation and personality traits. Related to above mention factors. Incase of personality factor A, C, D, E, F, G, H, I, J and Q2 have no any effect from variable creative thinking.
3- Personality factor ‘A’ is significantly correlated to variable concept formation and personality factor. B, C, F, G, H, I, Q2 and Q4. A significant correlation is perceived that the personality factor ‘A’ is influencing factor to increase or decrease the level of concept formation and personality traits. Related to above mentioned factors. Incase of creative thinking and personality factor D, E, J, O and Q3 have no any effect from variable personality factor ‘A’.

4- Personality factor ‘B’ is significantly correlated to the variable creative thinking and personality factor. A, D, E, F, G, H, J and Q4. A significant correlation is perceived that the personality factor ‘B’ is influencing factor to increase or decrease the level of creative thinking and personality traits related to above mentioned factor. Incase of concept formation and some personality factor F, I, O, Q2, Q3 have no any effect from this factor.

5- Personality factor ‘C’ is significantly correlated to the variable concept formation and personality factor. A, D, E, F, I, O and Q2. A significant correlation perceived that the personality factor is influencing factor to increase or decrease the level of concept formation and personality traits related to above mentioned factors. Incase of creative thinking and personality factor B, G, H, J, Q3 and Q4 have no any effect.

6- Personality factor ‘D’ is significantly correlated to the personality factor B, C, D, F, J and Q2. A significant correlation among personality factor perceived that the personality factor ‘D’ is influencing factor to increase or decrease the personality traits related to above factors. Incase of concept formation, creative thinking and personality factor A, F, G, I, O, Q3 and Q4 have no any effect from this factor.

7- Personality factor ‘E’ is significantly correlated to the concept formation and personality factor B, C, D, F, O, J and O. A significant correlation is
perceived that the personality factor E is a influencing factor to increase or decrease the level of concept formation and personality traits related to above mention factors. Incase of creative thinking and personality factor A, G, H, I, Q2, Q3 and Q4 have no any effect from this factor.

8- Personality factor ‘F’ is significantly correlated to the concept formation and personality factor A, B, C, E, H, J and Q4. A significant correlation is perceived that the personality factor F is a influencing factor to increase or decrease the level of concept formation and personality traits related to above mention factors. Incase of creative thinking and personality factor D, G, I, O, Q2 and Q3 have no any effect from this factor.

9- Personality factor ‘G’ is significantly correlated to the variable concept formation and personality factor A, B, H, I, and Q4. A significant correlation is perceived that the personality factor ‘G’ is a influencing factor to increase or decrease the level of concept formation and personality traits related to above mentioned factors. Incase of creative thinking and personality factor C, D, E, F, J, O, Q2 and Q3 have no any effect from this factor.

10- Personality factor ‘H’ is significantly correlated to the personality factor A, B, D, F, G, J and Q4. A Significant correlation is perceived that the personality factor ‘H’ is a influencing factor to increase or decrease the level of personality traits related to above mentioned factors. Incase of concept formation, creative thinking and personality factor C, E, I, O, Q2 and Q3 have no any effect from this factor.

11- Personality factor ‘I’ significantly correlated to personality factor A, C, G, J, O, Q2 and Q3 A Significant correlation among these factor perceived that the personality factor ‘I’ is influencing factor to increase or decrease the level of personality traits related to above mentioned factors Incase of
concept formation creative thinking and personality factor as B, D, E, F, H and Q4 have no any effect from this factor.

12- Personality factor ‘J’ is significantly correlated to personality factor B, D, E, F, H, I, O and Q3. A significant correlation among these factor perceived that the personality factor ‘J’ is influencing factor to increase or decrease the level of personality traits related to above mentioned factors. Incase of concept formation, creative thinking and personality factor A, C, G, Q2 and Q4 have no any effect from this factor.

13- Personality factor ‘O’ is significantly correlated to the variable concept formation and personality factor C, E, I, J, Q2 and Q3, A significant correlation perceived that the personality factor ‘O’ is a influencing factor to increase or decrease the level of concept formation and personality traits related to above mentioned factors. Incase of creative thinking and personality factor A, B, D, F, G and Q4 have no any effect from this factor.

14- Personality factor ‘Q2’ is significantly correlated to the variable concept formation and personality factor A, C, D, I, O and Q3, A significant correlation perceived that the personality factor ‘Q2’ is a influencing factor to increase or decrease the level of concept formation and personality traits related to above mentioned factors. Incase of creative thinking and personality factor B, E, F, G, H, J and Q4 have no any effect from this factor.

15- Personality factor ‘Q3’ is significantly correlated to the variable concept formation and personality factor I, J, O, Q2 and Q4, A significant correlation perceived that the personality factor ‘Q3’ is a influencing factor to increase or decrease the level of concept formation and personality traits related to above mentioned factors. Incase of creative thinking and
personality factor A, B, C, D, E, F, G and H have no any effect from this factor.

16- Personality factor 'Q4' is significantly correlated to the variable concept formation and personality factor A, B, F, G, H and Q3. A significant correlation perceived that the personality factor 'Q4' is a influencing factor to increase or decrease the level of concept formation and personality traits related to above mentioned factors. Incase of creative thinking and personality factor C, D, E, I, J, O and Q2 have no any effect from this factor.

17- An insignificant difference is identified between the two groups girls with low concept formation than boys these groups concept formation test score have a negligible difference.

18- A significant difference is observed between the two groups at 5% level of significant OBC with high concept formation score than the concept formation score of General.

19- An insignificant difference is observed between general and schedule caste, General with high concept formation show than schedule caste.

20- A remarkable difference is seen in OBC and SC hearing impaired students. OBC with high concept formation score achieve than schedule caste at 5% level of significant.

21- No remarkable difference is seen both the groups of students. Girls with low creative thinking score than boys.
22- Creative thinking of General hearing impaired students have more than OBC hearing impaired students. No significance difference is observed between the General and OBC hearing impaired students.

23- Creative thinking seems to be uniformly distributed among General and schedule caste hearing impaired students. The scores on creative thinking are not significantly different from one another.

24- No significance difference is seen between the two groups. OBC with low creative thinking score than schedule caste hearing impaired students.

25- An insignificant difference is identified between boys and girls. Girls with low scores on personality factors than boys.

26- Personality factor seems to be uniformly distributed among general and OBC hearing impaired students. No significant difference is seen in both the groups of students.

27- A remarkable significance difference is seen in general schedule caste hearing impaired students on personality factor ‘C’ (Emotionally stable) but on other personality factor reveals insignificant their personality factor’s scores are slightly different from their groups these difference may be negligible.

28- An insignificant difference is identified between OBC and schedule caste hearing impaired students on their personality factor scores. The scores are slightly different on each factors.
CONCLUSIONS

The findings of the present investigation, lead to the conclusion that concept formation, creativity and personality of hearing impaired students are determined to a considerable extent by the predictive variables under their personal life behaviour, academic growth, social familiar and economic development.

Among these three variables the proposed hypothesis that “concept formation creativity and personality of hearing impaired students don’t significantly correlated to each other” is partially rejected and partially accepted.

The above mentioned hypothesis is rejected because or significant partial correlation is identified among concept formation, creative thinking some personality factors and the above mentioned hypothesis is accepted because there is no significant partial correlation among some personality factors and other variables which is explained variable and factor wise under findings.
DISCUSSION

Education being an applied science must have more applied researches any research has a purpose. The fundamental research has the purpose of adding new knowledge to the existing one, or validating the earlier findings or enabling a model building activity. In education there are different functionaries and state holders at different ladders. A research finding may have different implication to different functionaries. The implication part of a research informs a functionary that there are certain research evidences available which may inform and influence action to be taken in order to make the system work better. Thus, deriving and presenting implications is an art and it is an important aspect of the research work.

India is village oriented country, where 80% population living in village due to these causes India is called country of villages. Maximum percentage of rural students found in crowd for schools entrance examination to take admission, means, the education is rapidly expand in villages with cities in present society. The importance of education is increases day by day. Today education is basic funda for progress of nation. Country and society in Indian constitution education is the matter of centre for some times and for some time the matter for state, but constitution provide a provision for six to fourteen year children free and take gain of this provision. Whose children are unable to express their emotions and ideas as normal children, providing and achieving education for them is most compulsory unable children are categories in impaired category. Govt is providing separate educational management for impaired children. As school for deaf & dumb, school for visually impaired school for mentally impaired and school for socially impaired, Except Govt. the social agencies or institutions are also providing helping facilities for those. Their functions are providing facilities as education, medical and guidance for impaired children and their parents also.
For educating the hearing impaired students the special contribution of their parents is must. Its important for parents that they take impairment in their children as stagnation in children development, care them and always search new talents in their impair children. Emerge them, express out their talents and provide talent related education. So that any impair children con not feel inferior in family, society and country and they will be happily agree to do some new for their family, society and country.

Now, necessity is that fact, that during educating hearing impaired students to focus on their special demonstration, don’t assess them inferior than others in society and provide all facilities for them time to time, so that they increase their concept formation, creativity and personality level with other socio-living characters and fact for their social, academic and psychological growth and development. The new and simple methods may adopted for them whose task doing unable.

Hearing impaired students feel separates themselves from society in such condition it is necessary to motivate them so that the interest may be generated for doing and thinking some new. They may be creative and will be also contribute to family, society and country like others.

Teachers motivate hearing impaired students for achieving educational objectives by using appropriate educational catalyst. Physical training may also provided. Either school environment family and social environment may be also play a special role to make them creative.

Hearing impaired children primal ignored by their parents. Ignorance starting by parents to their brother – sister, by brother – sister to neighbour same age group children, by neighbour same age group children to society, by society they stand very back in different aspects of their life. As character, vocabulary, behaviour etc than other normal children. In backward climate they
feel alone themselves and generate hopless feeling in family and infirmly complex school and society jointly try to reduce/destroy the hopless feeling. After reducing hopless feeling hearing impaired students/children may be achieve any goal/objectives.

Concept formation, creativity and personality are effective variable for education in absence of any variable there will be stagnation in educational process concept formation creativity and personality are focusing variable for hearing impaired students. For developing the concept formation and creativity in hearing impaired students to motivate them toward education by reward and encouragement.

LIMITATIONS

A investigator has to pass through a maze of trees in a dense forest to cross it with in the stipulated time is a Herculean task superfluous growth of foliage has to be cut down. For carving out a proper path in order to reach the other side the fixed destination of a tortuous journey.

I have tried to make the best use of resources available and material at my disposal. Inspite of limitations and handicap hurdles have to be sun mounted because the culmination of research must be fastered with fruit full result.

Limitations of the present study that have come to light are –

1) The representative-ness of the size of the sample was ensured by statistical methods a large sample would have been better.

2) In the present investigation rural hearing impaired students failed to have place in the sample. There fore the generalization of the results are limited to the urban hearing impaired students only.
3) In present study only the 12 to 18 years age group has been taken into consideration. Hence the results derived from this study cannot be true for all age groups of hearing impaired students.

4) The test used for measuring concept formation has three dimensions. It is felt that the analysis of other dimensions and aspects of concept formation would have definitely explored a wide variety of results and a deep insight into the development of concept formation.

5) The test used for measuring personality has 14 factors. It is felt that the analysis of other factors and aspects of personality would have definite upload a wide variety of results and deep in sign into the development of personality.

6) For caste wise study of different variables male and female has been taken together in the present study therefore instead of taking a joint view for concept formation, creativity and personality of boys and girls are separately studied.

SUGGESTIONS FOR FURTHER RESEARCHES

The present investigation is undertaken for the analysis of certain psychological characteristics of hearing impaired students. A normative survey design is applied to find out the level of concept formation, creativity and personality of hearing impaired students.

Through the findings have brought some issues into sharper focus, which need to be studied further in order to have a better insight into the phenomenon. The concept in this study needs further wider investigation in context to rapidly changing social educational and individual psychophysical properties.

On the basis of empirical and explorative evidence the researcher wishes to suggest the following inevitable areas to be investigated —
1) The present investigation was carried out on 200 male and female hearing impaired students. Similar study can be carried out on a larger sample to get better and more authentic results.

2) A similar study may be carried out upon students of different age groups.

3) A comparative study of similar type may be conducted on children of rural and urban areas.

4) A comparative study of similar type may be conducted on caste wise male and female.

5) A comparative study of similar type may be conducted on normal or other impair-ness children.

6) The present investigation was carried out on pre-secondary level hearing impaired students similar study can be carried out on primary. Secondary and higher level.

7) The similar study may be carried out upon other psychological variables.

8) The similar study may be carried out upon effect of each other psychological variables.

9) The similar study may be carried out upon effect on academic achievement.

10) The similar study may be carried out upon effect on vocational selection.

11) The similar study may be carried out upon the effect on different types of adjustment.

12) The similar study may be carried out upon effect on satisfaction.

13) The similar study may be carried out upon effect on decision making.

14) The similar study may be carried out upon effect on problem solving.

15) The similar study may be carried out upon effect on teaching learning process.

16) The study may be carried out the guidance and counseling of present of impaired children.
Thus, the above cited correlated in view of the investigator deem to be worth while for the elucidative analysis of concept formation, creativity and personality therefore, by no means these suggestions are taken as sufficient, every investigation in this field would enhance and enrich in understanding the concept formation creativity and personality, further would provide the effective preventive means for the phenomenon.

SUGGESTIONS FOR PARENTS AND GUARDIANS

1. Incase of hearing impairment don’t compare with normal children.
2. Don’t assess inferior than normal children.
3. Don’t want to get quick response.
4. Don’t ignore them for their requirement and treatment.
5. If primarily identified then provide them special education facility earlier.
6. If it is possible to arrange private instructor them it may be provide to them.
7. Don’t accept them as an evil of nature, always accept them as a gift of nature.
8. Even hearing they may be contribute for family, society and nation.
9. always use their other competencies and capabilities.
10. Provide them technical or vocational education at upper primary.