CHAPTER-V
MAJOR FINDINGS, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delineated and discussed in present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. Keeping the major findings in view, the educational implications of the study have been worked out. In the light of these findings and their implications, some suggestions have also been given for further research. This chapter is, therefore, devoted to focusing on the findings, conclusions, discussion of results of this study and for indicating their implications and suggestions for further research.

5.0 Major findings

In the light of the interpretations of the results, the present investigation as already discussed in the previous chapter, the following main findings are given below

Section-I

Differential Analysis

1. Locomotor impaired and able-bodied school-going children did not differ on emotional intelligence.
   i) Locomotor impaired and able-bodied school-going children did not differ on identification of emotions (EI Dimension 1).
   ii) Locomotor impaired and able-bodied school-going children did not differ on assimilation of emotions (EI Dimension 2).
   iii) Locomotor impaired and able-bodied school-going children differ significantly at .01 level of significance on understanding of emotions (EI Dimension 3).
iv) Locomotor impaired and able-bodied school-going children differ significantly at .01 level of significance on regulation of emotions (EI Dimension 4).

2. Hearing impaired and able-bodied school-going children differ significantly at .01 level of significance on emotional intelligence.
   i) Hearing impaired and able-bodied school-going children differ significantly at .05 level of significance on identification of emotions (EI Dimension 1).
   ii) Hearing impaired and able-bodied school-going children differ significantly at .01 level of significance on assimilation of emotions (EI Dimension 2).
   iii) Hearing impaired and able-bodied school-going children differ significantly at .01 level of significance on understanding of emotions (EI Dimension 3).
   iv) Hearing impaired and able-bodied school-going children differ significantly at .01 level of significance on regulation of emotions (EI Dimension 4).

3. Locomotor impaired and hearing impaired school-going children differ significantly at .05 level of significance on emotional intelligence.
   i) Locomotor impaired and hearing impaired school-going children did not differ on identification of emotions (EI Dimension 1).
   ii) Locomotor impaired and hearing impaired school-going children did not differ on assimilation of emotions (EI Dimension 2).
   iii) Locomotor impaired and hearing impaired school-going children differ significantly at .01 level of significance on understanding of emotions (EI Dimension 3).
   iv) Locomotor impaired and hearing impaired school-going children differ significantly at .01 level of significance on regulation of emotions (EI Dimension 4).
4. Locomotor impaired and able-bodied school-going children differ significantly at .01 level of significance on cognitive abilities.

5. Hearing impaired and able-bodied school-going children differ significantly at .01 level of significance on cognitive abilities.

6. Locomotor impaired and hearing impaired school-going children differ significantly at .05 level of significance on cognitive abilities.

7. Locomotor impaired and able-bodied school-going children differ significantly at .01 level of significance on perspective-taking ability.

8. Hearing impaired and able-bodied school-going children differ significantly at .01 level of significance on perspective-taking ability.

9. Locomotor impaired and hearing impaired school-going children differ significantly at .01 level of significance on perspective-taking ability.

Section II
Correlational Analysis

10. There was a positive and significant relationship between emotional intelligence and cognitive abilities of school-going children.

   i) There was a positive and significant relationship between identification of emotions (EI Dimension 1) and cognitive abilities of school-going children.

   ii) There was a positive and significant relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of school-going children.

   iii) Positive and significant relationship existed between understanding of emotions (EI Dimension 3) and cognitive abilities of school-going children.

   iv) There was a positive and significant relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of school-going children.

11. There was a positive and significant relationship between emotional
intelligence and perspective-taking ability of school-going children.

i) There was a positive and significant relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of school-going children.

ii) There was a positive and significant relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of school-going children.

iii) There was a positive and significant relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of school-going children.

iv) Positive and significant relationship existed between regulation of emotions (EI Dimension 4) and perspective-taking ability of school-going children.

12. There was a positive and significant relationship between cognitive abilities and perspective-taking ability of school-going children.

13. There was a positive and significant relationship between emotional intelligence and cognitive abilities of able-bodied school-going children.

i) Positive and significant relationship existed between identification of emotions (EI Dimension 1) and cognitive abilities of able-bodied school-going children.

ii) There was a positive and significant relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of able-bodied school-going children.

iii) There was a positive and significant relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of able-bodied school-going children.

iv) Positive and significant relationship existed between regulation of emotions (EI Dimension 4) and cognitive abilities of able-bodied school-going children.
14. There was a positive and significant relationship between emotional intelligence and perspective-taking ability of able-bodied school-going children.
   i) There was a positive and significant relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of able-bodied school-going children.
   ii) There was a positive and significant relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of able-bodied school-going children.
   iii) Positive and significant relationship existed between understanding of emotions (EI Dimension 3) and perspective-taking ability of able-bodied school-going children.
   iv) There was a positive and significant relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of able-bodied school-going children.

15. There was a positive and significant relationship between cognitive abilities and perspective-taking ability of able-bodied school-going children.

16. There was a positive and significant relationship between emotional intelligence and cognitive abilities of locomotor impaired school-going children.
   i) Positive and significant relationship existed between identification of emotions (EI Dimension 1) and cognitive abilities of locomotor impaired school-going children.
   ii) There was a positive and significant relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of locomotor impaired school-going children.
   iii) There was a positive and significant relationship between understanding of emotions (EI Dimension 3) and cognitive
abilities of locomotor impaired school-going children.

iv) Positive and significant relationship existed between regulation of emotions (EI Dimension 4) and cognitive abilities of locomotor impaired school-going children.

17. There was a positive and significant relationship between emotional intelligence and perspective-taking ability of locomotor impaired school-going children.

i) There was a positive and significant relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of locomotor impaired school-going children.

ii) Positive and significant relationship existed between assimilation of emotions (EI Dimension 2) and perspective-taking ability of locomotor impaired school-going children.

iii) There was a positive and significant relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of locomotor impaired school-going children.

iv) Positive and significant relationship existed between regulation of emotions (EI Dimension 4) and perspective-taking ability of locomotor impaired school-going children.

18. There was a positive and significant relationship between cognitive abilities and perspective-taking ability of locomotor impaired school-going children.

19. There was a positive and significant relationship between emotional intelligence and cognitive abilities of hearing impaired school-going children.

i) Positive and significant relationship existed between identification of emotions (EI Dimension 1) and cognitive abilities of hearing impaired school-going children.

ii) There was a positive and significant relationship between
assimilation of emotions (EI Dimension 2) and cognitive abilities of hearing impaired school-going children.

iii) There was a positive and significant relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of hearing impaired school-going children.

iv) Positive and significant relationship existed between regulation of emotions (EI Dimension 4) and cognitive abilities of hearing impaired school-going children.

20. There was a positive and significant relationship between emotional intelligence and perspective-taking ability of hearing impaired school-going children.

i) There was a positive and significant relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of hearing impaired school-going children.

ii) Positive and significant relationship existed between assimilation of emotions (EI Dimension 2) and perspective-taking ability of hearing impaired school-going children.

iii) There was a positive and significant relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of hearing impaired school-going children.

iv) There was a positive and significant relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of hearing impaired school-going children.


5.1 Discussion of Results

Many studies point out the importance of integrated education for the differently-abled children, especially hearing-impaired and locomotor impaired
children. The trend shows that the importance of integrated education is beyond debate. The role of heads of schools, regular teachers and resource teachers, able-bodied children and hearing impaired/locomotor impaired children in integrated education programme is agreed up on by almost all. But there are not many studies about the issues and challenges in implementing the programme.

A detailed description of the procedure followed by the investigator is described in Chapter III. Overview of the studies that are directly and indirectly related to the problem revealed that the mainstreaming of the differently-abled students and integrated education programme should be given importance. The conclusion of most of the studies revealed the fact that the integrated education programme helps to equalize the educational opportunities of the differently-abled, especially hearing impaired and locomotor impaired children.

The studies mentioned clearly indicates that very few attempts have been made to study the differently-abled children in reference to their cognitive abilities, emotional intelligence and perspective-taking ability. In the present attempt it was found that differently-abled school-going children and able-bodied school-going children differ significantly on cognitive abilities. Significant difference was also found between locomotor impaired and hearing impaired school-going children on cognitive abilities. The findings of the present study supported by numerous studies. Blair in 1957 revealed that the hearing children had consistently higher scores on all for the Memory Spam tests. He found deaf children performed like able-bodied children on all the performance subtests except on Coding and Picture Arrangement. On these two subtests, the deaf children perform significantly below their hearing peers. They also found more variance within the scores of deaf children than the comparable groups of hearing children. Sharmista (2013) conducted a study, “Cognitive Development in Deaf Children.” In her study she found that hearing loss is linked to a faster cognitive decline and cognitive impairment. Hearing loss is linked to a faster cognitive decline and cognitive impairment. The effects of deafness on cognitive development are, therefore, quite diverse and
complex due to the multitudinous ways in which families, societies, and cultures, react to and interact with children who are born deaf and hence do not spontaneously learn to talk and comprehend speech.

Hauser and Marschark (2008) discussed a variety of cognitive dimensions on which evidence points to differences between deaf and hearing students. Historically, investigators have pointed to differences in favor of hearing students and research that has sought to take advantage of the cognitive strengths of deaf students is only recently forthcoming (e.g., greater flexibility in mental generation, mental manipulation, and visuospatial memory). This emerging body of research suggests that such qualities may well be used to offset lesser language fluencies. Kapoor (1990) found that the hearing impaired children differ significantly with the hearing peers. Studies conducted by Ruijs, Nienke, Vander, Peetsma and Thea (2010); Antia, Jones, Read and Kreimer (2009); Ljubesic (1986); Zweibel and Mertens (1985); Wilson (1975) etc., also supported the present study.

In the present study, it was found that the locomotor impaired school-going children and able-bodied school-going children do not differ significantly on emotional intelligence, but while comparing the hearing impaired school-going children with able-bodied school-going children and with locomotor impaired school-going children. It was also found that there is significant difference between the groups on emotional intelligence. Different studies on differently-abled children supported the findings of the present study that the able-bodied peers were found better than the differently-abled peers. Findings of the studies conducted by Rani (2011); Panda (2009); Saenz and Tracy (2009); Eniola and Busari (2007); Kapoor (1990) etc., confirmed the above said findings. Odom, Blanton and Laukhuf (1973) studied seven and eight year old deaf Children. They concluded that the deaf were less accurate than the hearing peers in the interpretation of emotions.

Kusche and Greenburg (1983) evaluated the growth of social-cognitive
knowledge in deaf and hearing children during the early and middle school years and assessed the relative importance of language in two domains of social cognition. The results showed that deaf children had evidence of a developmental delay in the understanding of the concept good and bad with regard to role taking ability. The developmental delay among deaf children was no longer apparent by the age of six. The results also indicated that language was of varying importance in different domains of social and personality development. Schiff (1973) resulted little age difference in perceptual reports, after presenting the slides to hearing impaired and hearing adolescents containing facial caricatures and six social interaction cartoon films. Kapoor (1990) found that hearing impaired school-going children and able-bodied school-going children differ on perceptions of parental behavior and perspective-taking ability and cognitive ability. The earlier discussed researches of different researchers support the findings of the present study that the differently-abled school-going children and able-bodied school-going children differ significantly on perspective-taking ability.

It should be kept in mind that it is likely that there are many factors which impact on children’s performance in different areas, which have not accounted for the present research, and for which it would be very difficult to assess. Such factors include the outcome of a children who constantly truants or is inattentive at school. Such behavior would impact upon his/her performance in different areas.

5.2 Educational Implications

The country has witnessed a phenomenal expansion of educational opportunities in the post-independence period. The differently-abled children, however, have not benefited substantially from this growth in educational facilities. The government of India, therefore, has brought the education of this group of children for special attention to achieve the goal of education for all. The objective is to integrate the differently-abled with general community at all
levels as equal partners, to prepare them for normal growth and enable them to face life with courage and confidence.

Differently-abled children as the name itself indicate may have certain behavioral or other innate problems in their social, intellectual and physical abilities, which makes them distinct from able-bodied children. This naturally justifies the need for a special scheme of teaching to meet their requirements in academic works, communication, social and mobilization of skills.

The findings of this study give rise to several crucial issues from the point of view of development and education of the differently-abled children. Though the concept of mainstreaming has not become popular in India, this constitutes an important issue in the education of hearing impaired and locomotor. Mainstreaming means the inclusion of the differently-abled children in classroom with able-bodied pears for the development of hearing impaired and locomotor children. There are many versions of the mainstreaming concept, and it is important to distinguish among them in the choice of appropriate one into one’s situation. The arguments have also been advanced for many years in relation to day schools versus residential schools and ‘segregated setting’ versus ‘integrated setting.’

One form of educational setting considered relevant to mainstreaming is full-time placement of the hearing impaired and locomotor impaired children in the neighborhood school closest to their home, where he or she may be the only child with a hearing impairment/locomotor impairment in his or her classroom, or indeed in the entire school some variations of this arrangement might include visits of itinerant specialists for tutoring or speech therapy, and the provision of the full-time interpreter if the hearing impaired/locomotor impaired child depends on total communication.

Mainstreaming of the hearing impaired and locomotor impaired needs to be implemented very cautiously particularly in view of the findings of the study.
that hearing impaired and locomotor impaired school-going children not did equally well as the able-bodied children on measures of emotional intelligence, cognitive abilities and perspective-taking ability.

The findings of the study revealed that cognitive abilities and prospective-taking ability of differently-abled and able-bodied children differ significantly. It means special attention is required by the teachers and administrators to the differently-abled children in all kinds of school activities so that they feel themselves no less than able-bodied children. It seems therefore that the mainstreaming may have culturally and socially especially specific ways which need to be carefully identified and adopted so that the quality development of the hearing impaired can be ensured.

More publicity should be given to the needs of hearing impaired and locomotor impaired children so that there is increased sensitivity of the general public of their responsibilities for the hearing impaired and locomotor impaired children. Alternate ways or mainstreaming should be tried on experimental basis. One alternative may be the opening of more special schools in the vicinity of general schools so that after classes (during lunch, play periods and after school hours) the two types of children can meet and know more about each other. This type of mainstreaming is expected to be better than classroom mainstreaming because in the latter case the differentials in perceptions and assimilation of the hearing impaired do not stand as barriers in their growth and development. However such attempts are being experimented upon now in Delhi.

One of the principles of special education is that if rehabilitation is to be effective and lasting, disabilities must be detected as early as possible and followed immediately by training and education. Teaching emotional skills and social skills is very important at school. It can affect achievement positively not only during the year they are taught, but during the years that follow as
well. Teaching these skills has a long term effect on achievement. The emotions, feelings and values are vital for a person’s achievement in life. Quality emotions and feelings help students to show their best potentials in the classroom.

The result of the present study can create awareness among parents to concentrate more on providing congenial home environment, which will help the students to grow up as healthy adults. The study will help the curriculum designers to modify the existing curriculum and make it more activity oriented by supplementing it with aids, advice and facilities related to curriculum activities to enhance the non-cognitive or non-scholastic achievements of students. The study reveals the need for implementing certain strategies in schools to enhance the students’ performance with a good amount of emotional intelligence.

No parent expects a child to be born hearing impaired or differently-abled. If a child does not display symptoms of normal hearing pattern and display some deformity, an immediate response of parents, instead of concern, is that the development is delayed. This basically could be attributed to two factors: one is the lack of awareness about the possible hearing loss and the possible intervention at the earliest. Secondly, the parents are not willing to accept that the child may be differently-abled. Even if one has conscious fears, the fears are repressed under the wishful thinking of delayed hearing and speech as everyone wants to have the fittest child. Soon a stage comes when the hard reality silently starts glaring at the parents. At this stage parents start associating their child’s probable loss or impairment.

5.3 Suggestions for Further Studies

1. Studies can be conducted on collegiate able-bodied and differently-abled students by taking same variables.

2. The same study can be conducted on students of other states.

3. A study can be conducted to compare the home environment of two
different states of able-bodied and differently-abled students.

4. A study can be conducted to determine the correlation between emotional intelligence and cognitive achievements of differently-abled students.

5. Comparative studies can be conducted on students of different economic classes and castes by taking same variables.

6. The same study can be conducted on other categories of differently-abled students.

7. Comparative studies can be conducted on boys and girls by taking same variables.

8. The present study is confined to only students of class VI to VIII. A similar study can be conducted on other children.

9. Same study can be conducted by taking into account the female and male students of rural and urban areas separately.

10. Replication of the study can be done by using other tools and techniques.