CHAPTER-IV

Conclusion, Limitations

Suggestions
CONCLUSION

The result showed different results regarding visually and physically challenged and normal students. The study of need achievement of these groups is more important from various points of views because people having disabilities are not comfortable in the fast changing competitive society in all spheres. So, it is a difficult proposition for those who are suffering from varied forms of deficits. It seems to be more challenging for them to compete in the society on their own. It needs to mention that the society should be made aware through similar type of researches and make them committed to deal effectively with the varied nature of problems of the disabled groups to bring them to the optimum level to sustain in the society and make them self-sufficient to improve their quality of life. The results of this study seem to be more important for all concerns and are as concluded.

Amid the factors brought out as significant predictors of need achievement among visually challenged students, managing and regulating emotions, self-esteem and family support were foremost. In other words visually challenged students who were high on ability to manage and regulate emotions, self-esteem and family support were likely to have higher need achievement. Amongst the physically challenged students perceiving and understanding emotions, self-esteem and family support were more important. Consequently the physically challenged students who were high on ability to perceive and understand emotions, self-esteem and family support were expected to have high need achievement. Where as among the normal students primarily three factors emerged as predictors of need achievement namely managing and regulating emotions, self-esteem and social support from significant others (having positive predictive relationship) and friends (having negative predictive relationship). It means that those normal students having high ability to manage and
regulate emotions, self-esteem and support from significant others are likely to experience higher level of need achievement. Where as normal students who are high on friends support are likely to have low level of need achievement.

When the groups were compared with regard to their emotional competence, self-esteem and social support; it was observed that the groups did not differ in terms of emotional competence, where as in terms of self-esteem and social support there were significant differences between the groups. Significant differences were not found between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on emotional competence. Significant difference was found between visually challenged students and physically challenged students where as statistically insignificant differences were found between visually challenged students and normal students, and physically challenged students and normal students on self-esteem. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on social support. The three groups were compared on the dimensions of emotional competence and social support. Significant differences were not found between the between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on perceiving and understanding emotions, on expressing and labeling emotions, and on managing and regulating emotions (dimensions of emotional competence). In terms of family support, friends support and significant others support (dimensions of social support) there were significant differences between the groups. Significant differences were found between visually challenged students and physically challenged students,
visually challenged students and normal students, and physically challenged students and normal students on family support a dimension of social support. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students where as no significant difference was found between physically challenged students and normal students on friends support a dimension of social support. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students where as statistically insignificant difference was found between physically challenged students and normal students on friends support a dimension of social support.

The important fact to note is emotional competence, self-esteem can be nurtured while social support can be enhanced. Therefore it is an optimistic picture in the sense that changes brought about a particular direction can enhance need achievement.

If we look closely at these aspects and assess them in terms of how they lie close to the individual’s inner self. We become aware of the fact that on the range of self and others, they are closer to the pole representing ‘self’. Thus it seems that individuals in themselves had the secret for their need achievement. Our research findings are also pointing to the fact that it is qualities possessed by the individual which help him to be more achievement oriented, rather than factors in outside world. These may be influencing him, but the major critical role is that of core qualities of the individual self. The essential concepts of positive psychology as well as the humanistic paradigm also point towards this. This information if translated into intervention may prove useful in helping individuals.
Limitations

Although at the time of initiating and planning a study the researcher is optimistic and makes all possible efforts to ensure that there are no loopholes and shortcomings as the researcher progresses and as it comes to completion there is a feeling that many things remained unexplained and should have been different. Retrospection is positively better in the pursuit of research work. It is not feasible to for an investigator study all the variables in a particular study that are expected to influence the dependent variable. During the course of the study or when the study is over, this aspect also raises certain questions in the mind of the researcher about the inclusion and exclusion of some variables that keeps on research in continuity.

Suggestions and considerations for future Research

- Researches in the area of parenting practices reveal that fathers and mothers influence their offspring’s psychological development in different ways. Therefore, further researchers should focus on studying separate influences of the parents as well on the parents. Parent’s psychological well-being, stress level, adjustment level, depression and resilience can also be studied.

- Disabled children come from different socio-economic strata, cultural background and these backgrounds may be influencing their need achievement. In order to study the impact thoroughly, one should follow a cross-sectional design. Since age is also mediating in the phenomena one can study its impacts in a more realistic manner by using a longitudinal design.

- It is also suggested that this type of study should use much larger samples involving NGO’s, as one investigator finds it difficult to contact disabled persons across the districts.
• Inclusion or seclusion of one or more variables for the study may lead to varied and substantial results.

• Other disabled groups can also be studied such as mentally retarded or students suffering from learning disabilities.

• Orphan disabled groups may have different perception of life, they may also be made part of the study.

• Study can be conducted on students representing different groups, in terms of their age, educational or socio-economic background. Possibly we may obtain a different picture of need achievement at different stages of life.

• The present research has been conducted on advantageous groups who have got the opportunity and access to education. Further study can be conducted on those who reside in remote areas and are deprived of such type of opportunities.

• Efforts should be made to identify maximum number of factors that account for variance in need achievement subsequently. The amount of variance by each variable may be explained.

Follow up actions are suggested for the benefit of the differently-abled students.

• Creating awareness, about the problems of the differently-abled, is the social responsibility of the people working in the area of disability. The disabled individual is also an integral part of the society and should be brought in the mainstream to make them self-reliant. Assessing the potentialities of the
disabled, and giving vocational training in accordance with the disability must be the goal of the psychologists, counselors, social worker and educationists.

- Schools both public and private should provide opportunities for the disabled students since visually or physically challenged do not usually have intellectual deficits. Schools merely need to provide facilities which are necessary for mobility and comfort of such children. These facilities are mandatory, but most schools ignore this directive. Even for other types of disabilities, like learning disabilities, schools need to take cognizance and provide special education provisions etc. so that disabled children may be able to come into the mainstream. This will help the disabled to develop a sense of worth while working with others with an attitude of caring and sharing because this is the spirit of Integrated Education.

- Schools play a crucial and formative role in the cognitive, emotional, social and moral development of children. The role of schools in emergence of learning, academic and emotional problems has often been ignored in our country. In recent years, there is a growing recognition that schools have a significant role in creating such type of problems that hinders their growth and development. However it is equally important that “schools can act as safety nets, protecting children from hazards which affect their learning, development and psychological well-being. Schools are crucial in building or undermining self-esteem, achievement motivation, and sense of competence as well as emotional competence.

- It must be noted that researchers, psychologists, and people working in the area of disability must focus on resilience enhancing strategies, and create
more awareness and sensitivity about disability in the general population and particularly amongst the parents of disabled children.

- In addition, parents, instructors, and other professionals can help adults with learning disabilities by making transition processes easier through understanding and accommodating the adults' needs.

- Emotional competence helps in reducing stress. If through any skills their emotional competence is enhanced then they may be able to cope with the stress and inferiority complex, so they can enjoy their life with dignity.

- Things that negatively influence self-esteem of the disabled students might include humiliation, criticism, prejudice, stereotyping, family matters, parental and peer pressures, school, rejection, loneliness or exclusion and many more. Thus they have to be encouraged to become competent in every aspect of life and made to believe that they are also important for the society as they are the future, through this they may experience a variety of positive transformation in their life.

- It needs initiation to educate those who are low in emotional competencies to improve their abilities to better recognize their feelings, express them and regulate them. Remedial learning in schools should be made part of school curriculum. A wide array of curricular based programs seeks to educate children about the value of emotional competence and foster the development of specific emotional competencies, e.g., recognition of emotions in self and others, empathy and conflict resolution. These programs may include instructions in identifying and labeling emotions and feelings, expressing
emotions and feelings, impulse control, reduced stress, understanding perspective of others, verbal communication skills, using steps for problem solving and having a positive attitude towards life.