SUMMARY AND CONCLUSION
CHAPTER V

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5.0 SUMMARY

In the previous chapter, the analysis and interpretation of data was presented in detail. In this chapter, the researcher presents a brief summary of the research which includes the variables, objectives, hypotheses, tools, methodology, conclusions, educational implications, limitations of the study and suggestions for further study.

Children of any school or of any country are classified depending on their scholastic achievement as above average, average, or normal and below average. Majority of the children come under the category of average or normal. There are few children who may be found to deviate mentally socially, scholastically and physically from the normal children. These deviated children are designated as exceptional children. (Mathur, 1979).

In the present study, the researcher has chosen only the physically handicapped (crippled) children. These children come under the group of exceptional children. Physically handicapped
children are those children who have the physical disability like muscular distrophy, impairment in the joints of bones, Osteomyelities, Poliomyelities, Paralysis, Cerebral Palasy, Club foot, Epilepsy, multiple sclerosis etc. Because of these deformities, these children suffer from coping problems more than the normal children. The coping problems faced by these children are as introvertedness, Pessimistic attitude, emotional unstability, passive, self centered, anxiety ridden, helplessness, lack of self concept and lack of achievement motivation. To overcome these coping problems and to meet the unique needs these children need special education.

Kothari education commission (1964-66) has suggested that the education of the physically handicapped children is to be organized not merely on humanitarian grounds, but also on utilitarian grounds. Proper education makes handicapped children enable to overcome their handicaps and make them acceptable and useful citizens of the society.
Dependent and independent variables are considered in the study

Independent variables are:

1. Self concept (Sc)
2. Anxiety (An)
3. Achievement motivation (Am)
4. Adjustment (Adj)

Dependent variable is Academic Achievement (AA)

OBJECTIVES OF THE STUDY

The following objectives have been formulated to assess:

1. The academic achievement of physically handicapped children of high and low self concept group.
2. The academic achievement of physically handicapped children of high and low anxiety group.
3. The significance in the interaction between self concept and anxiety on academic achievement.
4. The academic achievement of physically handicapped children of high and low achievement motivation group.
5. The academic achievement of physically handicapped children of high and low self concept group.

6. The significance in the interaction between achievement motivation and self concept on academic achievement.

7. The academic achievement of physically handicapped children of high and low adjustment group.

8. The academic achievement of physically handicapped children of high and low self concept group.

9. The significance in the interaction between adjustment and self concept on academic achievement.

10. The academic achievement of physically handicapped children of high and low anxiety group.

11. The academic achievement of physically handicapped children of high and low achievement motivation group.

12. The significance in the interaction between anxiety and achievement motivation on academic achievement scores.

13. The academic achievement of physically handicapped children of high and low anxiety group.

14. The academic achievement of physically handicapped children of high and low adjustment group.
15. The significance in the interaction between anxiety and adjustment on academic achievement.

16. The academic achievement of physically handicapped children of high and low achievement motivation groups.

17. The academic achievement of physically handicapped children belonging to high and low adjustment group.

18. The significance in the interaction between achievement motivation and adjustment on the scores of academic achievement.

19. To construct an adjustment inventory to identify their adjustment.

20. To construct an achievement test to measure their achievement.

HYPOTHESES

In pursuance of the specific objectives stated above, the following hypotheses were set-up.

1. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high self-concept and low self-concept groups.
2. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high anxiety and low anxiety groups.

3. There is no significant difference in the interaction between self-concept and anxiety on academic achievement.

4. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low achievement motivation groups.

5. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low self-concept groups.

6. There is no significant difference in the interaction between self-concept and achievement motivation on an academic achievement.

7. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low adjustment groups.
8. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low self-concept groups.

9. There is no significant difference in the interaction between self-concept and adjustment on academic achievement.

10. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low anxiety groups.

11. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low achievement motivation groups.

12. There is no significant difference in the interaction between anxiety and achievement motivation on academic achievement.

13. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low anxiety groups.
14. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low adjustment group.

15. There is no significant difference in the interaction between anxiety and adjustment on academic achievement.

16. There is no significant difference in respect of the mean scores of academic achievement of physically handicapped children belonging to high and low achievement motivation groups.

17. There is no significant difference in the mean scores of academic achievement of physically handicapped children belonging to high and low adjustment groups.

18. There is no significant difference in the interaction between achievement motivation and adjustment on the scores of academic achievement.

**METHODOLOGY**

The success of any research study depends on the selection and utilization of proper research methods. Methods selected should be feasible, preplanned, well understood and should always
be appropriate to the problem under investigation and the kind of data necessary for its solution.

In educational research there are various methods such as Experimental method, descriptive method, historical method etc.

For the present study the descriptive method was used. The descriptive method is designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusions from the facts discovered.

TOOLS USED FOR COLLECTION OF DATA

The following tools were used for the collection of data.

2. Sinha’s manifest anxiety scale for measuring anxiety.
3. Deo-mohan’s achievement motivation scale for measuring achievement motivation.
4. Adjustment inventory constructed by the researcher to find out the adjustment problems of the children.
5. Achievement test-constructed by the researcher was used to measure the academic achievement of the students.
Sample

100 children were selected for the study on the basis of random sampling technique from the schools of the three district Chitradurga, Dharwad and Bellary in Karnataka State.

The main aim of the present investigation was to explore the relationship between independent variable such as self-concept, anxiety, achievement motivation and adjustment with that of the dependent variable as academic achievement and also to see the impact of the interaction of two variables on academic achievement.

STATISTICAL TECHNIQUES:

Multiple classification of analysis of variance was used to test the hypothesis significance of mean differences and also interaction.

5.1 CONCLUSIONS:

Based upon the discussion and interpretation of the data the researcher arrived at the following conclusion.

1. The self-concept affects the performance of the children, that is higher the self-concept higher will be the academic achievement.
2. The anxiety affects the performance of the children, that is lower the anxiety higher will be the achievement.

3. The self-concept and anxiety together will not have any effect on academic achievement.

4. The motivation affects the performance of the children that is higher the motivation higher will be the achievement.

5. Self concept affects the performance of the children. Higher the self concept higher will be the achievement.

6. Achievement motivation and self-concept together will have effect on academic achievement, there is an interaction between them.

7. Self concept affect the performance of the children higher the self concept higher will be the achievement.

8. The adjustment also affects the performance of the children that is higher the adjustment higher will be the achievement.

9. The self-concept and adjustment together will have effect on academic achievement.

10. The anxiety affects the performance of the children. Lower the anxiety higher will be the achievement.
11. Motivation affects the performance of the children. Higher the motivation higher will be the achievement.

12. Anxiety and achievement motivation together does not have any effect on academic achievement of the children.

13. Anxiety affects the performance of the children. Higher the anxiety, lower will be the achievement.

14. Adjustment affects the performance of the children. Higher the adjustment higher will be the achievement.

15. Anxiety and adjustment together does not have any effect on academic achievement.

16. Motivation affects the performance of the children, that is higher the motivation higher will be the achievement.

17. Adjustment also affects the performance of the children, that is higher the adjustment higher will be the achievement.

18. Achievement motivation and adjustment together will have effect on academic achievement.
5.2 Educational Implications:

Education has been regarded as a matter of primary national importance. The major objective of modern education is to develop well informed and intelligently active citizens. To educate its citizens, schemes like universal free and compulsory education have been introduced in our country.

In school, maladjustment not only create problems to the teacher but also they spoil the school. They have created widespread problems of social indiscipline, due to the personal suffering. This in turn leads loss to the society. The youthful power is not properly tapped for social, cultural and economic betterment, so the problem of adjustment has become an important issue that no conscious parent can ignore it.

From the early periods educators and counseling psychologists alike have recognized the value and need to consider childrens self concept as an educationally significant variable, students self concept is also important in understanding the dynamics of other features of classroom teaching etc like interaction of success and self-image. Influences of students participation and learning. Self concept has been shown to operate with some independence in
various parts or roles of person's life such as school, work, relationships, family life and religion. The factors of particular interest in understanding self-concept in school settings are academic success. Children's self-concept is an important consideration because it is substantially related to academic achievement. The association of positive self-concept with academic achievement has been found to be true. Findings from personality research suggest that self-concept is an important aspect in the dynamics of learning and performance. Persons with high self-concept act with confidence on their own best judgement without feeling, guilty and defend their values (Franklin, 1979, Gurmeet, 1986).

The areas of self-concept which have significant bearing on academic achievement are intellectual, school status, physical appearance, and attributes. For developing self-concept of children on their intellectual status, creative work problem, playing games, debates, quize, seminars and group discussion should be introduced on a large scale in schools. Due recognition and appreciation in the above activities should be given by awarding prizes and awards. Camp and educational excursions can also help in developing group
feeling among children. Teachers must help the child to develop self-concept through their approval and interpersonal relations. Organizations of varied types of functions and extra curricular programmes provide excellent opportunities for sharing responsibilities and thereby gaining a position of status (Melvin, 1929).

Anxiety is considered as a thwarted behaviour of the child. A child who suffers from anxiety may not be able to devote his full energy in the performance of a task. It is therefore considered that anxiety interferes with the activity and so learning is impeded (Mathur, 1985). One of the important function of the teacher or of any leader is that of reducing anxiety, but some minimum anxiety is essential for learning, but too much anxiety has a disturbing effect on a group, (It arouse hostility and provokes aggressive behaviour. Over anxiety prevents individual from seeing the facts as they really are).

To face anxiety, a child must learn to cope with his own internal condition. His/her urges, desires or interests are to be fulfilled. In order to have a good emotional experiences the favourable environmental condition should exist in the school. He
needs to be helped to understand himself and achieve a degree of self acceptance that enables him to be free as far as its humanly possible from irrational feeling of guilt and other forms of self disagreement with teacher.

In order to reduce the anxiety, involve the children in the social activities, 1) It helps to keep them away from the fear of being alone. 2) Based on rationalization the child must avoid all situations, thoughts or feelings which creates anxiety, another way of reducing anxiety is to deny its existence. Infact, nothing is done about anxiety in such cases except denying it, that is excluding it from consciousness.

Help the anxious child to prevent or to minimize the provocation that lead to anxiety, praise or the use of a compliment is effective in helping a student to overcome his resentment of a real or fancied hurt, some pleasant remark, even divert the individual away from the state of wrath toward a more wholesome attitude.

In a class room the anxiety may be reduced if the teacher endeavours to keep the general atmosphere of the class cheerful, harmonious and co-operative. If the instruction is interesting, the class work is stimulating, ample provision to be made for engaging
extra-curricular activities. The teacher must reduce disharmony between what they practice and what they claim to be their motives and what actually impels them. The teacher must pretend to be democratic but they must be deliberately democratic. We must avoid angry violent and irritating modes of behaviour in the classroom at least in order to formate the emotional health of his children. Teacher’s too, should not show favoritism or seem to have pets.

Affection is the dominant emotion that he experience in a well adjusted home. He exhibits jealousy and varying degrees of resentment if he believes that other members of the family are receiving more attention than he is, to their extent parents need to be impartial and objective in their treatment of the children in the home.

Motivation can be provided to the children by making education child centered. The learning of the child should be judged according to the ability, interest, capacity and previous experiences. The learning material or experiences should always be assigned according to the needs, interests and abilities of the child. The teacher must link the new learning to the past experience. The
teacher must use effective methods and devices in teaching, praise and reproof can be safely used for the achievement of desired motivation in the classroom situation. In the field of education the spirit of competition can be used as a motivating force.

Motivation can be enhanced by various ways. Some of them are as follows:

a. Focusing Children attention on desired objectives.

To secure and focus attention, one obvious method is to state clearly the objectives of an instructional unit as it commences. Much instruction today is in-effective because neither teachers nor childrens are aware of exactly what is to be learned. Mager and Clark (1963), and Miles, Kibler and Pettigrew (1967) have demonstrated that when teachers and children are aware of the objectives. It is more likely that childrens attention will be properly focused, and their achievement increased. Another method available to the teacher is to focus attention to stimulate and integrate several sensory modalities in a single presentation or unit. The teacher can appeal to more than one sense, usually both seeing and hearing, often touch, and sometimes smell and taste.
Interaction between the teacher and the child, attractive presentation would sustain interest and attention.

b. Utilising the students need to display competence:

There are some clear relationship between the need to display competence over the environment and the need to perform well that is achieved in class rooms. Infact, that the need to achieve can in a sense, be thought of as the need to exhibit competence over a body of subject matter, over a specific skill or task or the like. Further, displaying competence may needs to know and understand for esteem. Helping student to satisfy his need is a primary way to develop stable motivation of a high order.

c. Provide information feedback-

Students are not always able to evaluate their own responses and usually they need feedback to confirm appropriate or correct responses. Class room interactions, correction of assignments and programmed learning are generally provided for immediate and usable feedback.

d. Help each student to set and attain appropriate goals-

Goal setting is defined as specifying some state of affairs to be attained. We have noted the importance of children having some
control over the establishment of their own goals. Goal setting must proceed according to the nature of the taste and the characteristics of the child.

De Charms (1971) suggested four steps to reach the required goals. They are

1. Analyse personal strength and weaknesses.
2. Choose personal goals realistically
3. Select immediate concrete actions that can be taken to move toward the chosen goal.
4. Determine way to tell whether action taken is moving one toward the goal.

e. Use of teaching aids-

Real models for student include teachers, and other children at school. Symbolic models are presented to children through oral or written materials and pictures or through combinations of such devices. Representational model presented by audio-visual means, particularly television are also influential. In school considerable attention must be given to exemplary models who demonstrate behaviour, initially learned through imitations are strengthened through the use of positive reinforcement.
f. Use rewards as necessary to secure desirable behaviour.

   Reward given to a child brings satisfaction or pleasure to him. When a child is rewarded immediately after some behaviour, learning is strengthened and is likely to secure when the situation is appropriate.

g. Promote Ego-involvement:

   As Shariff and Canbril (1979) showed ego-involvement generates the best efforts sustained incentive and purposeful activity. All the strength of the person would be put to good use. It becomes higher levels of personality motives affiliation achievements, competency, esteem and self actualization. When a given compliments on modes and ways of working and achievement oriented groups performed best in conditions of strong task orientation. Aspiration is also highly motivating but the level of aspiration set should be realization and reasonable other wise the result would be failure and frustration.

   A well adjusted person exhibits a good success in achievement. Whereas the poorly adjusted person exhibits a poor scholastic achievement, they also show some emotional symptoms such as excessive worry, fear, inferiority, hatred, temper tantrum,
persistent anxiety, conflicts and tension, maladjusted personality brings misfortune to oneself and discomfort to others therefore it is an urgent necessity to desire some means and takes some precautionary measures in advance. So that we may have well adjusted personalities: The following measures may be involved to help the children in being better adjusted. We must be careful in bringing balanced growth and development. His physical and mental health as well as his social, emotional development should be properly attended to.

Parents must provide opportunities and give necessary assistance to the individual for the satisfaction of basic needs (security recognition, material gains, status etc). Sometimes inadequate development of certain needs result in non-adjective behaviour. The degree of one's adjustment is directly proportional to one's feeling to satisfaction with regard to one's varying needs. The individual should not suffer from physical, mental emotional and social starvation.

The individual should be helped in realizing his strengths as well as weaknesses. The individual should be helped in developing tolerance, so that they may not break under stresses and strains of
the odds of life. Teacher and parents should themselves try to practice the right ways and good habits by themselves. Mere teaching the individual should be made to realize the importance of the culture and social milieu. Proper care should be taken to provide healthy environment for the individuals by the teacher, parents and other responsible members of the society. They should provide an adequate care and love to them and arrange for the satisfaction of their needs as well as actualization of their potentialities. Maladjustment will develop due to faulty, up-bringing and un-congenial environment at home, school and other places of social contact so it should be avoided and must arrange for the guidance and counseling services in the school for helping children in making adjustment with their problems.

The role of parents and teachers is very important. Genuine efforts must be made to assist the children to the maximum extent possible to accept their handicaps, be self reliant and adjust to their limitations. Family background of every crippled child must be collected by the teacher. Teachers should see that these children are provided with recreation facilities, very often, the recreational needs of these children are ignored in the school because of their
disability. The parents and teachers may take action to provide relevant aid for mobility of the limbs and functioning of the extremities. The National Policy of Education (1986) has suggested the following measures for the education of the handicapped children. In every district where a special school is set up; a vocational training centre would also be developed. Vocational training centres provide opportunities to the student to choose the vocations of their interest. Special care is taken for training the craftsman for locally available jobs. Separate hostel facilities are also to be provided for the boys and girls.

Besides teachers psychologists and educators in each district need to be specially trained for the task of assessment and rehabilitation of the handicapped children, orientation programmes for medical staff, physiotherapists, occupational therapists may also be arranged. Programmes of learning may be done with the health and welfare Ministry (Chintamanikar, 1992). The NPE has suggested that “grants to special schools should be given on the basis as the regular schools with adequate provision to meet the special needs of the disabled children”. These handicapped children should be helped in securing jobs in industry, business,
services etc., making them of fit for a specific job is the responsibility of the Government as well as of society. The Government of India has proposed to provide crores (124) of rupees to the Social Welfare Department for Projects of the Handicapped. Vocational rehabilitation centres have also been opened to give special training. The functions of these centres are: 1) To train them in such units as clerical jobs, Commerce, Drawing and Painting, cutting and tailoring, carpentry, according to ability. 2) To arrange training for proper vocation of each handicapped who attends the centre and to provide them Government scholarships. 3) To make arrangements for the unskilled work through handicapped rehabilitation centres for the seriously handicapped people.

Some voluntary Organisations like the Lions Club, Rotary Club, Leo Club, Jaycee Club etc., are rendering good service to the handicapped by giving social grants and assistance like three wheel chairs, crutches, artificial limbs, scholarships for education, finance for sewing machines, free medical tests and treatment to these handicapped (Chintamanikar 1992, Panda 1997, Cruichshank 1968).
5.3 SCOPE OF THE STUDY:

The present investigation is confined to schools for physically handicapped located in Karnataka State only. Out of them school from Dharwad, Ballery and Chitradurga District were involved in the study. It may be pointed out here that these schools were selected for two reasons. One, all these schools were recognized by the Government of Karnataka and are well established and secondly they provide full co-operation to the researchers.

The study is further confined to the children studying in IX standard in schools for physically handicapped.

This study covers the IX standard children achievement in the three core subjects prescribed by the Government of Karnataka like General Science, General Mathematics and Social Studies.

5.4 LIMITATIONS OF THE STUDY:

The researcher is quite aware of the limitations under which the present study was conducted. Hence suggests that no sweeping generalizations could be made as they have to be viewed in the light of the following limitations.
1. The present study was confined to IX standard children in schools for physically handicapped located in the districts of Chitradurga, Bellary and Dharward.

2. A number of variables influences the academic achievement of physically handicapped children. The present study was confined to only 5 factors. However, certain factors like intelligence, socio-economic status, social maturity, scholastic aptitude, educational aspirations, attitude towards schools environmental factors etc. Which might effect the academic achievement were beyond the scope of the present study.

3. The present study is limited only to the IX standard of whose medium of instruction was Kannada.

4. In the present study, the term crippled implies to a boy or girl in the age group of 12 and 18 yrs. Who seems to be deviant from the normal in his physical structure.

5.5 SUGGESTIONS FOR FURTHER RESEARCH:

The researcher by virtue of her experience while studying the present problem offers the following for further research.
1. A study of the factors in relation to academic achievement when, physically handicapped children are classified according to their age, intelligence and socio-economic status etc.

2. A similar study may be taken up with sample drawn from the whole state.

3. A similar study may be taken up at the primary level, pre-university level.

4. A study may be undertaken for the students whose medium of instruction is other than Kannada.