CHAPTER – V
FINDINGS, DISCUSSIONS, CONCLUSIONS, EDUCATIONAL IMPLICATION AND RECOMMENDATIONS

1.0.0 INTRODUCTION:

In the previous chapter details about analysis of data and related to hypothesis findings were found. In order to find overall findings related to objectives efforts must be made to find out the cause and remove the problem. Hence, it is important to discuss about the results or findings of the study and give some suggestions for improvement.

5.1.0 FINDINGS RELATING TO INTELLIGENCE, ADJUSTMENT AND LOCUS OF CONTROL

5.1.1 Intelligence

1. Finding: It is found that there is significant difference between mean Intelligence of orphan and general students.

2. Finding: There is significant difference between mean Intelligence opportunity of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Intelligence opportunity.

3. Finding: There is significant difference between mean Intelligence activities of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Intelligence activities.

4. Finding: There is significant difference between mean Intelligence activities of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Intelligence activities.
5.1.2 Adjustment

**Finding:** It is found that there is significant difference between mean adjustment of orphan and general students.

**Finding:** There is significant difference between mean Adjustment opportunity of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment opportunity.

**Finding:** There is significant difference between mean Adjustment activities of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment activities.

**Finding:** There is significant difference between mean Adjustment technology of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment technology.

5.1.3 Locus of Control

**Finding:** There is significant difference between mean Locus of control of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Locus of control.

**Finding:** There is significant difference between mean Locus Of Control(LOC) opportunity of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Locus Of Control(LOC) opportunity.

**Finding:** There is significant difference between mean Locus Of Control(LOC) activities of orphan and general students and general students has higher
compeer to mean of the orphan students with respect to Locus Of Control (LOC) activities.

**Finding:** There is significant difference between mean Locus Of Control (LOC) technology of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Locus Of Control (LOC) technology.

To find out the mean adjustment, difference between superior and general students, and Orphan and general students were compared by employing T-test. The results showed that there is a significant difference between the mean adjustment of superior and general students, and mean adjustment of general and Orphan students. It was, therefore, inferred that, the superior students have higher adjustment than General students and the Orphan students have higher adjustment than the general students.

Results show significant difference between the mean adjustment scores of intellectually superior and general students. Mean adjustment of superior students was 181.508 is significantly higher than that of mean self-concept of General students (M = 175.559). The results also show that significant difference between the mean adjustment scores of Orphan and general students. The mean adjustment of Orphan students was 181.421 is significantly higher then that of mean adjustment of general students (M = 175.723).

The relationship between intelligence and self-concept was found out with the help of correlation.


But in case of sex in the present study the Orphan student’s shows higher self-concept than the general students. This finding is supported by White, A.M. (1984). But Savic, A. (1980), Lke, P.S (1989), found no significant difference between Orphan and general students. B.R. (1981) found that underachiever’s locus of control was more external than high achiever.

In contrast Mayer, D.C. (1980), Morford, S.N. (1980), Blusiewicz, C.O. (1983), Sil, L.S. (1990), Mishra, C. (1983) found that there is no relationship between locus of control and intelligence. But in case of sex, the present study the Orphan student’s shows higher locus of control than general students.


5.2.0 CONCLUSION:

It is evident by this study that superior students posses higher adjustment than General ones and the Orphan students posses higher adjustment than general students. It means that adjustment of a student is positively influenced by his/her intelligence and sex also. The relationship between intelligence and adjustment is positive and the relationship between intelligence and adjustment of general and Orphan students are also positive. The locus of control scores of Ophan and
general students is similar. That means the locus of control does not influence the intelligence of the students. But in case of sex, the locus of control influence more in case of Orphans students. There is a very low but positive correlation between intelligence and locus of control. In case of sex, the locus of control influences the Orphan students more. But in case of general students, there is a negative and negligible correlation.

5.3.0 EDUCATIONAL IMPLICATIONS:

“Through without action is abortion and action without though is fully.”

— J. Nehru

There must be coordination of thought and action in each ever field of life, but in fact it is not visible in reality. There is a wide gap between thought and action, theory and practice today. Whatever one's worth, like an individual, a country also faced such a crisis on its life and philosophy.

Education is one of the important keys that unlock the doors to change and modernization. It provides one of the most important transitions from tradition to modern sector. It is a forward looking process. It should prepare the learner for the future, rather than perpetuating the worn out present.

The present study has important implications for the theory and practice of education because of personality variables like, self–concept. Locus of control and adjustment status, without taking sufficient care of these aspects of people’s personality neither the educational practice can be ameliorated nor its desired outcomes can be attained.

Psychologists have discussed much about the factor related to the field of individual differences in human beings. Various teaching strategies and methods as well as techniques have been developed to deal with this phenomenon. Many theories, paradigms models have been designed on these lines. Even
comprehensive packages, hardware and software devices have been adopted but the primary problem of individual differences in education perspective still remain inconclusive. If we know much about the nature of the students, about their adjustment problem about their adjustment, about their locus of control, about their personality traits and socio–economic status etc, it would be helpful to the teachers, teacher educators, and administrators/leaders, curriculum designer, parents to help, guide and arrange proper environmental facilities of each learner according to their individual capacity.

5.5.1 IMPLICATIONS FOR TEACHERS:

The teacher must have the knowledge of fundamental principles of human behavior to tackle the problems of his students. He must be emotionally stable and should have positive attitudes towards teaching. Thus it is just as important for teachers to understand students as it is for a driver to understand his vehicle. A driver who does no understand his vehicle very well is likely to abuse it. Similarly a teacher who does not understand students very well is an educational liability. At best, he is not as effective a teacher as he should be. Teachers are to be trained to assist students to develop not only in academic achievement but also in social adjustment and personality.

A major focus of education to–day is to facilitate thinking abilities in students and youth, so that they are able to make responsible choices and decisions, also the development of an attitude towards learning and enquiry, towards guessing hunches, towards the possibility of solving problems on one’ s own. If the teacher can know much about the nature of the students, then it would be helpful to the teachers to gear their teaching methods according to the need of the students to foster their proper growth.

5.5.2 DEVELOPMENT OF ADJUSTMENT:
The development of adjustment depends upon the child’s hereditary endowments and environmental influences. A new born baby does not have a concept of his self. Adjustment develops as a result of the child’s interaction with the environment. Parents, teachers, peers and other social institutions are contributing factors in the development of adjustment of students.

Adolescents who have a positive adjustment achieve more. Negative adjustment detracts students from learning situations and creates a feeling of incompetence and inferiority. If teacher can change the adjustment of students from a negative to positive one, there will be a dramatic change in their scholastic achievement. Good mental health, practices use of positive reinforces, individualized learning opportunity for success and achievement etc. can help students a positive self–concept and consequently to achieve more.

5.5.3 IMPLICATION FOR ADOPTERS:

The adopters who are adopting orphan students to be advised not to over protect or reject the child, not to be too strict or too lenient, not to be automatic all the time or democratic all time. They are to be advised, maintain a delicate balance between over–protection and rejection, discipline and freedom and autocratic and democratic attitudes. Government should relax the norms for adaptation of orphan students and give facilities for interacting with orphan students with respectable families in the society.

5.5.4 SCHOOL AUTHORITY:

There are many situations in the school which lead to frustration of students and which accentuate emotional problems. If the home conditions are unfavorable and the school atmosphere does not permit the child to lead a happy life, problems become serious and noticeable. The school can do a lot to foster mental health and alleviate emotional disturbances. One role of the school is to
develop personality to create situations in which students can grow to be strong individuals without anxieties and tensions.

We cannot neglect the fact of individual difference in imparting education to students. We all have to keep in mind the differences in abilities and traits in different students. Thus it is the duty of each school that it should arrange for the education of each learner according to his individual capacity.

(1) Provide opportunities to the students which are in keeping with their abilities so that they may get success in learning.

(2) Make use of adequate material aids which may fully motivate the child.

(3) Arrange for flexible curriculum which can fulfill the needs of the child any may be based on their interests.

(4) Employ good trained teacher who take interest in teaching students in according with their individual differences.

5.5.5 CURRICULUM DESIGNERS:

The curriculum framers should have knowledge of utility of subjects, age of students, individual difference and their capacity etc. The school curriculum must be varied to meet a child’s intellectual needs. Suitable books on adventures, travels and biography must be provided to him, so that good reading habits high and noble ideas can be developed in hum. The curriculum makers should decide how to adjust the curriculum to all the students, how to avoid failures and frustrations and how to maintain the standard of the class is a matter debate.

To realize the democratic values, we should reconstruct our curriculum. It should be child centered, environmental based, interest based, flexible and diversified. The subjects, activities and programmers in the curriculum should be organized in such a way that it should promote dynamic habit, healthy attitude,
understanding and insight to enable the students to lead a healthy and successful life.

Benjamin S. Bloom reported that all students can learn a subject excellently if the instruction is approached systematically, if students are helped when and where they have learning difficulties and if they are given enough time to learn the subject. Healthy interaction between teachers and students, among students and between teachers and parents can alleviate emotional disturbance of child and foster their mental health. It is therefore, essential that the curriculum developers make packages of instructional material which the teachers can utilize with minor adaptations to specific needs, if situations demand. In the same way, “competency based” curriculum may be developed to provide clear-cut guidelines to the educational practitioners for selecting and using instructional material. It is, therefore, essential that curriculum developers and teacher-educators take steps to make available the necessary theoretical information and practical guidance to the teachers, and should prepare instructional material accordingly.

5.5.6 METHOD OF TEACHING:

The method of teaching should be chosen on the basis of individual differences. An intellectually superior child learns very rapidly, hence in providing education to him a different method of teaching should be adopted than the one which is used for the General students. The experiences of these students who come from low SES are usually general and hence with them such methods of teaching are to be adopted which may broaden their outlook. Democratic method provides maximum freedom to the students to learn by their own efforts, experience and experiments. The teacher worked as a friend, a philosopher, a guide for the students. These methods further develops insight are foresight of the students and make them confident and self-reliant. Democratic method of teaching encourages the students to judge rationally and independently.
An implication for gender differences in a learning situation is evident to a certain extent. Orphans are usually more docile than generals (Good enough, 1954) and consequently less likely to explore and analyze their environment. This would suggest that they would be having learning style pattern different from generals. However, an individual difference is a factor that affects sex role patterns in specific society and hence in order to arrive at specific conclusions on this aspect, it is necessary to probe into deeper levels of research.

A general child in India, has since ages always been given a preferential treatment over his Orphan counter part. Differential socialization of the two sex within the family, school and in the wider socio–cultural set up is perhaps the single most important contributor to sex stereotyping in students. All these factors tend to reflect in bringing about differential results in the aptitude, achievement, learning pattern etc. of the students as they grow up the stage towards maturity.

As observed by Reddy (1986) “with the advent of western education, mass media and communications, woman–kind has grown aware of the thing that the education they acquired by overcoming the utilized for the service of the nation. The change in the attitude of women towards various issues of life has in turn affected their behavior patterns in various spheres of life. Since attainment of independence in August, 1947, the pace of change has been greatly accelerated.”

Dude (1963) has noted : “There are unmistakable signs that the traditional conceptions regarding the place and role of women are slowly changing in contemporary Indian society. Increasing opportunities for modern education greater geographical and occupational mobility and the emergence of new economic patterns are the main factors responsible for this trend.”

A “girl child” today is no longer a burden. She is given equal love, care and opportunities so as to widen here horizons. More and more girls have access to higher education and equal occupational opportunities. She can and will face life
with greater confidence and self-reliance, if more educational facilities are extended to her. The above results have revealed that sex is an independent factor having no influence of the multivalent characteristics of the individual. Thus, it is high time that and Indian Society changed its outlook of bring up general and Orphan students in stereotyped patterns there by generating a new pattern of youth bubbling with renewed thinking and with an urge to build a successful future.

5.6.0 RECOMMENDATIONS FOR FURTHER RESEARCH:

Keeping in view the limitations of the present study and the constraints under which it was conducted, the findings do not warrant wide generalization. It is, therefore, felt that replication of this study on a large sample is requisite to arrive at still reliable and precise results to test the reality. Suggestions for further researches are given below.

(1) Intellectually superior and general students are studied by drawing sample from different areas (urban and rural), different age level, different cultural and religious groups etc.

(2) The students could be undertaken at different stage (primary, secondary, college and university) levels.

(3) A study may be conducted on intelligence in relation to creative personality adjustment and non-violent attitude.

(4) A related study may also be conducted to identify how this matching affects the student’s achievement level.

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