CHAPTER VI

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

This chapter deals with educational implications and suggestions for further research.

6.1 Educational Implications

The analysis of data revealed that all the three techniques used in present study are effective strategies in improving academic performance and in reducing learned helplessness of the learning disabled children. Therefore, the treatment techniques used in the present study have the potential to become a useful strategy for managing the cognitive and affective domain of children with learning disability. The following are some of the educational implications ensuing out of this investigation.

Parents and teachers need not lose hope. Something can be done for these children as far as their academic performance and learned helplessness are concerned.

Sustained efforts can bring even better results. Academic performance and learned helplessness of learning disabled children should be the focus of attention right from the primary stage to higher stage.

Learning disabled children should be administered remediation with the appropriate techniques.

If the identification and remediation of low academic performance and learned helplessness is done at a relatively early stage, then we might be able to just do away with these problems. But total remediation is impossible in the absence of active support and help from the people who matter in the framing of educational policy for the children with special needs. Their considerate attitude and understanding are required in preparing useful curricular material and in providing educational environment which is both an enabling happy and conducive for learning whatever is essential for removing the disabling limitations of learned helplessness. This would include sensitization and special training of teachers and the other support staff and it would be ideal to have counsellors available wherever required.
Since the groups (treatments) did not differ, to reduce learned helplessness and improve academic performance, any technique is appropriate. If schools really can't make arrangements for yoga and/or physical play, mental play will do the trick. Though yoga therapy and physical play will have other benefits but if it is only a question of learned helplessness and academic performance, mental play is good enough.

The present study will certainly a valuable contribution in practice of yoga therapy. Education planners would find a useful study for planning yoga activities in the schools and colleges. Heads of educational institutions and voluntary agencies would also find this study useful for formulating yoga activities in their respective institutions.

6.2 Suggestions for further research

The research in the field of special education, is in an embryonic state. Areas of development of competencies and skills, development of learning packages are relatively unexplored. Psycho-educational researches on disability are quite limited. Research can focus on development of competencies and skills of these special children. More and more research on use of technology to the advantage of the disabled can be conducted. The following are some of the The present study to improve academic performance and reduce learned helplessness was limited to younger age children. Designing a similar study for adolescent children may reveal useful findings.

The areas which influence academics may also be focus such as listening, thinking, reasoning, speaking and reading.

Development of assessment devices for diagnosis of learning disabled will be great help to teachers.

Effect of advocacy on the success of individual cases and groups can be investigated.

Contribution of computers using multimedia for mental play to remediation of learning disability can be explored. Focus of present study was groups.

A systematic study in areas like identification of individually suitable teaching practices can be conducted.

Research may include incidence of leaning disability in rural and urban conditions, in males and females.

A follow up study can be conducted to test whether the learning occurred after remedial measures is of permanent nature.