

SUMMARY AND CONCLUSION

CHAPTER V

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5.0.0 Introduction

“Achievement is largely the product of steadily raising one’s level of aspiration and expectation”

-Jack Nicklaus

Achievement is defined as a force that generates energy to drive a person to do or accomplish something. Achievement is of particular interest to educational psychologists because of the crucial role it plays in student learning. Achievement in education can have several effects on how students learn and how they behave towards subject matter.

The effects of the “No Child Left Behind Act of 2001” (NCLB, 2002), the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA, 2004), Performance Based Monitoring Assessment System (TEA, 2004), inclusion and grade level assessment on the achievement level of students with disabilities are examined in this study. Achievement levels described in this study were measured by recording the passing rates for students with disabilities who were administered grade-level state-developed assessment tests in Texas. The data collected and examined included numbers of students in special education who spent more than 80% of the educational day in a general education setting.

A study of nursery school children showed that a child’s attempts to do new things seems to depend on how much achievement behavior is rewarded at home and how much the child has been praised for trying (Crandall 1972). The mothers of high achievers are generally warm and loving. The positive effects of their attitude can be seen in how well their children do in school. According to Radin (1971), a strong correlation was found

between the warmth of the mothers' relationships with their children and the child's IQ and motivation.

5.1.0 Findings

The major findings of the study are summarized below

1. It was observed that 50 percentage of them were in the appropriate age group, while 50 percentage of the samples were in the inappropriate age group.
2. It was found that 50 percentage of the selected samples are boys while remaining 50 percentage are girls.
3. Analyzing the income of the parents of the selected samples revealed that 50 percentage of the parents are from low income group, remaining 50 percentage of the parents are from middle income group.
4. It was observed that among the selected samples 20 percentage of them were visually impaired, whereas 17 percentage of them are low vision. The result reveals that the 20 percentage of the children are hearing impaired, while 20 percentage of them were cerebral palsy. The remaining 23 percentage of the selected samples were orthopedically handicapped. This shows that most of the samples were orthopedically handicapped.
5. Considering the overall performance of the selected samples, it was observed 53.33 percentage of the children with special need are got more than 60 percentage of marks.
6. Analogizing the gender wise performance of the selected sample, it is observed that more than 73 percentage of girl got above 60 percentage of marks. At the same time only 40 percentage of the samples from boys got more than 60 percentage.
7. Among the selected samples, it was understood that 47 percentage of samples from appropriate age group got more than 70 percentage of marks. And boys got only 20 percentage.

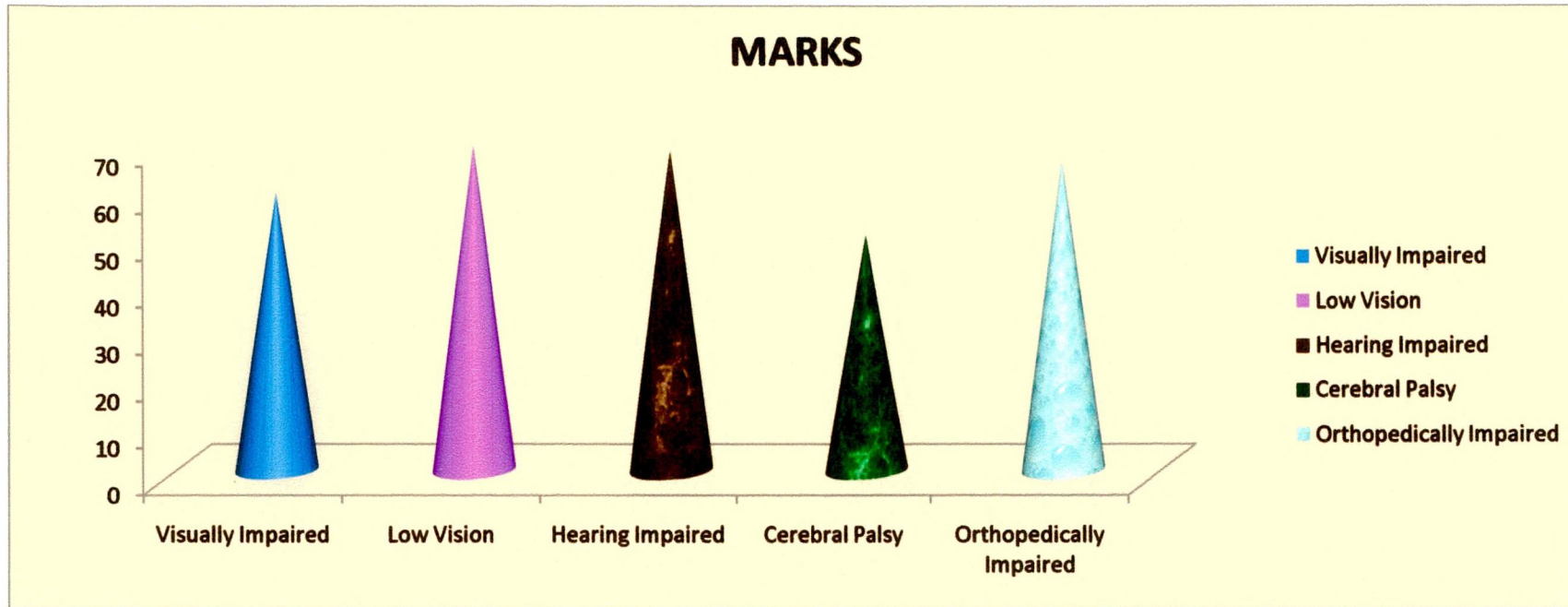


FIGURE V

OVERALL PERFORMANCE OF THE SAMPLE WITH RESPECT TO DISABILITY

8. Regarding the type of disability low vision children's performance is higher comparing to the remaining all the three disabilities.
9. Academic achievement of the selected samples were analyzed and found that the academic skill and motor skills are good when comparing to oral performance and cognitive skill.
10. The comparison of the boys and girls performance in the four domains reveals that the performance of boys is higher than the academic, motor and cognitive skills of girls.
11. It was found that the appropriate age group children's performance is higher in the four domains than the inappropriate age group.
12. The comparison of the boys and girls mean scores revealed that there was a significant difference in the academic achievement with regard to the gender.
13. While comparing the appropriate age group and in appropriate age group mean scores, it was revealed that there is no significant difference with regard to age of the selected samples.
14. There is no significant difference among the selected samples in the comparison of low income and middle income with respect to the economic status of the parents.
15. It was surprised to know that there is a correlation between the academic skill and motor skill of the selected sample.
16. From the study it was found that there is no correlation between the oral performance and cognitive skill of the selected samples.

5.2.0 Suggestion

The following are the suggestions for further research;

- ★ A comparative study on academic achievement of different categories of special need children may be suggested.
- ★ The investigator suggests having a study on the influence of community on academic achievement of other categories of differently abled students.

- ★ A further research may include variables such as parental influence, stress factor and emotional stability on academic achievement of children with special needs.
- ★ A study on impact of type of personality on academic achievement of children with special needs can be elaborate.
- ★ Influence of Audio-Visual aids on academic achievement of children with special needs can be studied.

5.3.0 Recommendations

Based on the findings of the study the following recommendations were listed;

- ★ Guidance and counseling can be given to the academic achievement of children with special needs.
- ★ It is adapted that the audio-visual improve the academic performance of the special need children.
- ★ Parents' and teachers' relationship should be maintained in enhancing the academic achievement of children with special needs.
- ★ Special educators' and general teachers' relationship should be maintained for the positive inclusive setup.
- ★ Individual attention should be given to the children with special needs.

5.4.0 Conclusion

The level of academic achievement has significant meaning, on the development and social progress of the children with special needs. For an individual with special needs academic achievement is an important psychological system; that inspires self achievement and promotes individual development. At the same time academic achievement is a key element that will determine the success of the children with special needs. Keeping this in view the study was undertaken. The investigator emphasizes that even special need children can also achieve higher in academics on par with the normal

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