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5.1 INTRODUCTION

This Chapter sums up the process of the study as a whole. In this section of the study, the procedure, findings & entire development of the investigation have been reviewed. The main points of the study have been clustered to give the complete picture of the study in a concise form. The conclusions have precisely been drawn. The implications of the study have also been discussed

5.2 REVIEW OF THE STUDY

In the first chapter the conceptual frame work of learning problems, hidden handicap, early indicators, need of the study, statement of the problem, objectives of the study and delimitations have been discussed

The second chapter deals with the review of a related research literature which helped the investigator to delimit and define the problem, avoiding duplicating well established findings with an insight into the problem and research methodology.

The third chapter deals with the selection of sample, selection of tools & statistical technique used in the study. The sampling process, description of tools and competencies have been given in this chapter.

The fourth chapter deals with the analysis of the data. The analysis have been done in the following manner.

1. % wise analysis
2. Frequency wise analysis
3. Correlation wise analysis
4. Background variable wise analysis

5.3 STATEMENT OF THE PROBLEM

The study specifically reads as : " A study of early indicators of learning problems in schools."

5.4 RESEARCH QUESTIONS :

- ✓ What is the extent to which children exhibit the problem of identified early indicators ?
- ✓ How far parents & teachers vary in their responses to each early indicator ?
- ✓ What is the intensity of response to each item or attributes?
- ✓ Are there any gender differences in terms of early indicators ?
- ✓ Are there any class-wise difference in terms & early indicators ?

5.5 OBJECTIVES OF THE STUDY :

- a. To identify student with learning problems at primary stage (Grade 3-5)
- b. To identify & list some of the aspects that can be noticed, early in life of the child before academic skill begin, which in turn can help as indicators of possible learning problems later.
- c. To elicit information from the parents and teachers of children having specific learning problem on the early symptoms as perceived by them.
- d. To suggest preventive measures for pre-school years.

5.6 DESIGN OF THE STUDY

1. SAMPLE

The sample consist of 30 learners from seven public schools selected by purposive samspling technique of Bhopal city.Learners of grade III, IV, V were selected as sample

2. THE TOOLS

The tool has been developed according to the developmental milestones of the child and the behavioural patterns in the pre school years .Two self made checklist's were developed to know the extent of identified early indicator and its attributes present in the sample .One set was provided to the pre school teachers of the identified students and the second set to the parents

The early indicator 's for the checklist were also studied selected by an independent study by Prof. J.Narayan and Pupil Behaviour rating scale by Gearheart(1973).

5.7 CONCLUSIONS

The major findings of the study are :

1. PERCENTAGE(%) WISE OF ALL INDICATORS

(i) The early indicators - Distractibility, hyperactivity & difficulty following Verbal Instructions are definite early indicators of learning problems .

2. PERCENTAGE (%) WISE OF ALL ATTRIBUTES (ITEMS)

(i) Warning signs of possible learning problems are :

- ✓ Difficulty in spatial orientation .
- ✓ Failure in reading ,spelling, writing "b" as "d" or viceversa
- ✓ Poor coordination .
- ✓ Difficulty in telling and following forward/backward directions.
- ✓ Hyperactivity - overactive, unable to do given work or task.
- ✓ Impulsiveness .
- ✓ Distractibility.
- ✓ Confusion in language or speech, failure to understand what is said.

3. CORRELATION WISE (r)

(i) There is a significant relation between Distractibility & Memory in perception to parents & teachers .

4. GENDER WISE (male / female)

- (i) There is a significant difference in gender only in perception to parents for only unable to organize information. (early indicator).
- (ii) There is a significant difference in gender in perception to both parents & teachers for Poor gross motor coordination (early indicator)
- (iii) For all other early indicators there is no significant difference in male students from their female counterparts.

5. CLASS WISE (GRADE III, IV & V)

- (i) CLASS III LEARNERS have greater learning problem in respect to Spatial orientation as perceived by parents. in comparison to class IV LEARNERS.
- (ii) CLASS III LEARNERS have greater learning problem in respect to Auditory blending as perceived by teachers in comparison to class IV LEARNERS.
- (iii) CLASS III LEARNERS have greater learning problem in respect to Clumsy in mobility as perceived by teachers in comparison to class IV LEARNERS.
- (iv) CLASS III LEARNERS have greater learning problem in respect to Spatialorientation as perceived by parents. in comparison to class V LEARNERS.
- (v) CLASS V LEARNERS have greater learning problem in respect to Verbal Instruction as perceived by teachers. in comparison to class IV LEARNERS.
- (vi) CLASS V LEARNERS have greater learning problem in respect to Visual Perception as perceived by parents. in comparison to class IV LEARNERS.

5.8 PREVENTIVE MEASURES

1. FOR TEACHERS:-

- ✓ Sensitivity to early indicators and the prediction can alert a trainer to be prepared while teaching academics for such children and without labelling the child
- ✓ Intensive efforts towards lisping symptoms and standardizing it for pre school years is imperative for early intervention for children with learning problems

- ✓ The simplest ramidiation for bringing the children upto the expected level,the teachers must first go down to the childs level of thinking for sometime and gently escort the way uphill to our level.
- ✓ A continous administration and evaluation on
- ✓ The number of children having learning problem and needing special attention and education
- ✓ The number of students receiving this education
- ✓ The number of students in regular and separte class rooms in both private and government institutions
- ✓ Schools are required to make every effort to ensure parental attendence & school should device methods to ensure parent participation and must have detail records to telephone calls and attempts made to contact parents
- ✓ A teacher on identification of a child with learning problem should discuss the problem with the childs parents , preferably in an informal interview to learn more about his or her condition.
- ✓ If the problem cannot be corrected without special help or modifications in the class room, the teacher shold report this to the principal for screening from resource persons like special education teachers, social workers, psychologists, guidance counsellor, speech or hearing specialist etc and decide for a potential need .
- ✓ Complete screening of all kindergarteners, first graders, and preschoolers in day care centres, including a check of vision, hearing, speech, motor development, perceptual development and psychological development.
- ✓ The Teacher should breakdown the tasks into small components and should not give too many directions at the same time.
- ✓ Warning signs of a possible learning problems should be well known to the teachers
- ✓ Special weekend ckses for students with learning problems and a special attention should be given to create interest among students

- ✓ Maximum of performance based activity in presence of teacher should be the basis of academic evaluation.
- ✓ The teacher should provide alternative assignments to help students compensate for academic weaknesses
- ✓ The teacher should help students focus on relevant aspects of assignment
- ✓ The teacher must use concrete examples and demonstrations in teaching new contents
- ✓ The curriculum should provide for opportunities for students to progress at their own rate
- ✓ The students should be provided with instructional aids for eg. calculators, fact tables, spelling dictionaries to help and compensate for academic problems
- ✓ The administration should provide substitute materials with lowered reading level in content area instruction.
- ✓ Tests should be modified and alternative evaluation measures should be the criteria for achievement assessment
- ✓ Learners with learning problems should be provided opportunities for self-monitoring
- ✓ Reward the students regularly to improve attention and self behaviour.

2. FOR PARENTS

- ✓ Early indicators as suspected by the parents in preschool years should not be ignored and efforts towards helping the child should begin without labelling the child .
- ✓ To make the child understand and uplift him or her to the parents level of thinking, the very first step is to reach out to the level of the child and lead him or her ahead step by step, opening the unlimited sky to fly high still holding back his or her roots .
- ✓ The child has to lead through which direction, and how the child has to go about the process of learning should be highly planned and a greater time devotion is required from the parents .
- ✓ The child requires a sense of belongingness and the solution to all his or her problems lies in understanding the complicated process of the tremendous metabolism in the child and, channelizing this immense energy is the need of the hour that parents can tap the

best.

- ✓ Parents should avoid high content sugary foods, caffeine, chocolates, cola drinks in their childrens routine diet as they are viewed by researches as possible toxic agents causing multiple nervous problems, hyperactivity, inattention, poor memory & declining school performance.
- ✓ Yoga, meditation, physical fitness excercises should be a regular practice routine from the very early stages of development.
- ✓ Regular dialogue between parents and students should be in practice and awareness to warning sign of learning problem and their early diagnosis should be known to parents .

5.9 EDUCATIONAL IMPLICATIONS

The present study was taken up with a view to find out the impact of certain identified early indicators on learning problems. Thus a correlation study on teachers and parents perception on early indicators was done. These indicators identified as early, that is during pre schooling will not result in future learning problems i.e., during primary schooling, just as prevention is better than cure .

Any study and research on any aspect of early indicators will naturally help in understanding the causes of learning problems and its impact on future development of the child .

It can also throw light on the planning of educational curriculum, preparing teachers for the transaction of curriculum in the class, formulating teaching strategies accordingly to the specific needs, interest and standard of achievement of the students.

It can also throw light on reasons of non - achievement of expected academic results & lead us to take correct & appropriate methods.& measures.

5.10 SUGGESTIONS FOR FURTHER RESEARCH

1. A wider study may be made involving all schools of Bhopal .

2. A wider study may be made involving all districts schools of M.P.
3. A specific study may be taken in depth for any one early indicator.
4. A comparative study may be taken up involving the present problems & its relation to early indicators.
5. A comparative study between rural & urban learners on learning problems may be conducted.
6. A longitudinal study for learning problems encountered & extent of early indicators in grade III, IV , & V can be conducted.
7. A detailed study on identification, remedial measures & developing instructional strategies for learning problems.