

## **Chapter - V**

# **Summary, Conclusion and Suggestions**

## CHAPTER V

### SUMMARY, CONCLUSIONS AND SUGGESTIONS

This chapter presents a brief summary and findings of the study. This is followed by the conclusions based on the findings of the study, educational implications and suggestions for further research.

The present study deals with the comparison of personality factors of dyslexic children and non dyslexic children.

Through purposive sampling, children were selected from four schools. Thirty children were identified at risk i. e those have problem in reading and they were considered for further study. An equal number children with no learning disabilities and of similar mental ability were randomly selected. The sample consisted of sixty children from class V which are grouped in two categories.

The tools used for the present study were NCERT Checklist for identification of dyslexic children, Reading Attainment Test, Case Study Proforma, Raven's Coloured Progressive Matrices and Children's Personality Questionnaire.

The collected data was tabulated and analyzed by computing Mean , Standard deviation and t –value.

#### 5.1.0 Major Findings

- (1) The dyslexic children differ from non dyslexic children on ten personality factors.
- (2) Significant difference is found between dyslexic children and non dyslexic children on factor A (Sizothymia / Affectothymia) – dyslexic children are reserved, detached and aloof whereas non dyslexic children are easygoing and participating in nature.
- (3) Dyslexic children and non dyslexic children have same general mental ability.
- (4) Significant difference is found between dyslexic children and non dyslexic children on factor C (Lower ego strength /Higher ego strength) - dyslexic

children are affected by feelings and easily get upset whereas non dyslexic children are mature and calm.

- (5) Significant difference is found between dyslexic children and non dyslexic children on factor D ( Phlegmatic temperament / Excitability )– dyslexic children are overactive and distractible whereas non dyslexic children are complacent and not restless.
- (6) Significant difference is found between dyslexic children and non dyslexic children on factor E( Submissiveness / Dominance )– dyslexic children are dominant in nature whereas non dyslexic children are not dominant.
- (7) Significant difference is found between dyslexic children and non dyslexic children on factor F( Desurgency / Surgency )– dyslexic children are silent and do not communicate whereas non dyslexic children are happy go lucky and expressive.
- (8) Significant difference is found between dyslexic children and non dyslexic children on factor H( Threctia / Parmia )– dyslexic children are shy and timid whereas non dyslexic children are adventurous and friendly .
- (9) Significant difference is found between dyslexic children and non dyslexic children on factor J ( zeppia /Coasthenia) – dyslexic children are wrapped up in self whereas non dyslexic children likes to go with the group.
- (10) Significant difference is found between dyslexic children and non dyslexic children on factor O (Untroubled Adequacy / Guilt Proneness) – dyslexic children are depressed and apprehensive They are worried and anxious , whereas non dyslexic children are cheerful and self confident.
- (11) Significant difference is found between dyslexic children and non dyslexic children on factor Q<sub>3</sub> (Low Self sentiment integration / High strength of self sentiment )– dyslexic children are uncontrolled, whereas non dyslexic children are controlled and socially precise.
- (12) Significant difference is found between dyslexic children and non dyslexic children on factor Q<sub>4</sub> (Low Ergic Tension / High Ergic Tension) - dyslexic children are tensed and frustrated , whereas non dyslexic children are relaxed, tranquil and unfrustated.

## **5.2.0 Conclusions**

The case studies of dyslexic children support the major findings of the present research work. The dyslexic children have above average mental ability but their achievement in scholastic subjects is low. The dyslexic children have enhanced likelihood of exhibiting behavioural problems. These children are at greater risk of feeling frustrated. These children are inattentive and hyperactive in the classroom, as they could not concentrate on their studies. The dyslexic children are distracted very easily. They are reserved and keep themselves aloof as they are incapable of communicating their ideas to others.

Dyslexic children resist interpersonal interactions. They have reduced level of self confidence. Dyslexic children get worried and tensed due to their failure. The dyslexic children have low self concept and low self esteem. The dyslexic children if not identified at earlier stage and treated properly, may lead to delinquency in later stage of life.

## **5.3.0 Educational Implications**

Following implications have been visualized.

- Dyslexic children can be identified by the teacher and can be referred for proper diagnosis.
- Early identification can help dyslexic children in personal and academic adjustment.
- Counselling of dyslexic children should be done to solve their problems.
- Teachers should modify their instructions to remediate problems of dyslexic children.
- Developing and enhancing their natural talents can resolve the behavioural problems of dyslexic children.

#### **5.4.0 Suggestions For Further Study**

- The study can be conducted on a larger sample.
- Similar study can be done to compare the personality factors of dyslexic and non dyslexic children taking into consideration the gender as one variable.
- Similar study can be done to compare the personality factors of dyslexic and non dyslexic children taking into account the different age groups of children.
- Studies can be done to compare the personality factors of learning disabled and non learning disabled.
- Experimental study can be done to know the effect of yoga on the personality of the dyslexic children.