CHAPTER 6
CONCLUSIONS
The purpose of the study was to assess the relationship of VP, VMI and handwriting with academic performance in children from second through fourth standard. Tests to measure these skills were administered once in a year for three consecutive years among a cohort of 208 children who were studying in second standard. The academic performance of the children under study was obtained from school marks record. The children with physical defects, sensory defects, MR, LD and other clinical syndromes were excluded from the study to determine the sole contribution of the three factors to academic performance. The summary of the current study findings are as follows:

- VP, VMI and handwriting skills are not interrelated. Their contribution towards academic performance over the three years was found to be divergent in nature.
- VP was found to have significant influence on academic performance only in second standard.
- VMI was found to have significant influence on academic performance in second and third standards.
- Handwriting was found to have significant influence on academic performance in all the three standards.
- Predictability of variance in academic performance using VP, VMI and handwriting was found to reduce gradually from second through fourth standard.
- VP changed only from second to third standard. No changes happened in VMI from second through fourth standard and handwriting legibility increased over the period of three years.
Therefore, the VP, VMI and handwriting may be important factors that influence the academic performance in early elementary school children. Including these factors in occupational therapy evaluation and intervention when children encounter problems in academics may be a useful strategy.