

A study on problems of Handicapped children in relation to some selected variables at secondary school level

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1. Introduction:-

The new born infant is a helpless human being. He has neither any friend nor an enemy. He is not aware of the social custom and traditions. Not only this, he is not even keen to achieve any ideal or value. But as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical, mental and emotional self and social feelings also develop in him gradually. By and by, he is able to develop a sense of responsibility like his elders and solve the problems of life successfully. In short, education is able to instill in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society, of which he is an integral part. Speaking more frankly, education bestows upon the child immense benefits. It brings up the child as the parents do. It guides him like an affectionate father and serves him faithfully like a wife.

2. Meaning and Concept of Education:-

Education is an ever winding concept. Ever since the dawn of civilization, man-directly or indirectly has been trying to 'educate' himself in order to meet with the changing of life, in fact, he has succeeded in distinguishing himself from other animals only by virtue of education. During the course of time, education became an essential virtue of man to live and lead a civilized life. True it is that man becomes MAN through the process of education. Education fashions and models man to become fit for society.

3. Concept of Special Education:-

The very term 'special Education' includes all aspects of education which are applied to exceptional children-physical, mental, disadvantaged and gifted children. But these methods are not usually adopted for average children special education has a long history, The basis of caste system is connected with the concept of special Education. In the primitive era. The Brahmans were supposed to be academically talented. The Kshatriyas talented in warfare. Similarly and the training of vaisyas were also different. This was done primarily to bring out the different categories of people with various talents.

4. Need and Importance of The Study:

The present study was undertaken to find out the problems of handicapped children in relation to some variables at secondary school level. The study of handicapped children is marked by different from the average children in every way. Actually most handicapped children are different until recently professionals and common people simply focused in the differences between handicapped children and average children. They did not focus on the ways in which all children are alike. Now educationist tend to give more, attention to what handicapped children and average children have in not common. i.e., not similarities in their characteristic needs and ways of learning .in the class room, children are so distributed that most of them can be classified as average or normal, but there are some students in every classroom who deviate mentally, socially, educationally, physically, culturally from normal children such children need special educational care and their learning problems are to be talked in especial manner.

5. Objectives of The Study

1. To investigate the problems of 8th, 9th and 10th standard handicapped children.
2. To study the effect of parents occupation (Employed/Unemployed), Qualification Educated/Uneducated), SES (High/Low), Types of family back ground (poor/Rich) on problems of handicapped children.
3. To study the variation of problems of Boy & Girls handicapped children.

6. Research Hypotheses

1. There is a marked difference among the dimension of 9th and 10th std handicapped children.
2. There is a positive co-relation between parent's occupation, Qualification, SES and Types of family back ground of handicapped children.
 - a. There is a positive co-relation between Employed and Unemployed parents of handicapped children.
 - b. There is a positive co-relation between Educated and Uneducated parents of handicapped children.
 - c. There is a positive co-relation between Socio Economic Status High and Socio Economic Status Low parents of handicapped children.
 - d. There is a positive co-relation between Family back ground High & Family back ground Low parents of handicapped children.
3. There is a significant difference in the problems of handicapped students of Boys and Girls.

7. Methodology

For the investigation, the investigator adopted survey method of descriptive research. because

Descriptive methods can tell us about what exists at present by determining the nature and degree of existing conditions. Because of its apparent ease and directness, descriptive method has been the most popular and most widely used research method in education.

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible withdraw valid general conclusions from the facts discovered. They may often result in formulation of important principles knowledge and solution of significant problems concerning local, state, national and international issues. They are more than just a collection of data they involve measurement, classification, analysis, comparison and interpretation. They collect and provide three types of data

1. Of what exist with respect to variables or conditions in a situation.
2. Of what we want by identifying standards or norms with which to compare the present conditions or what experts considered to be desirable.
3. Of how do achieve goals by exploring possible ways and means on the basis of the experience of others or the opinions of experts.

8. Sample of study

The sample for the study consisted of total 960 students and it represent all types of students rural area, urban areas, govt schools, management schools 8th, 9th, 10th std boys and girls students.

9. Population

The investigation is conducted in secondary schools of Raichur district.

10. Sampling Techniques:-

A sampling is a principle by which the sampling units of a study are selected from the population. The selection of a sampling plan in a study in turn affects the cost, time and reliability inference of the study.

Hence care must be taken to select the sampling plan depending on the appropriateness of the situation of the study.

11. Geographical Stratification Detail of Sample:-

Sly No.	Talk	District	Rural		Urban		Total
			Govt Schools	Management Schools	Govt Schools	Management Schools	
1.	Lingasugur	Raichur	48	48	48	48	192
2.	Manvi	Raichur	48	48	48	48	192
3.	Raichur Taluk	Raichur	48	48	48	48	192
4.	Sindhanur	Raichur	48	48	48	48	192
5.	Devadurga	Raichur	48	48	48	48	
Entire Sample:			240	240	240	240	960

12. Tools Used :

To carry out any of the steps of research investigation described in the preceding chapters, data must be gathered with which to test the hypothesis. Many different methods and procedures have been developed to aid in the acquisition of the data. These tools employ distinctive ways of describing and quantifying the data. Each is particularly appropriate for certain sources of data, yielding information of the kind in the form that can be most effectively used.

Many writers have argued the superiority of the interview over the questionnaire, or the use of the psychological test over the interview. The Late Arvil. S Barr, University of Wisconsin teacher and researcher, resolved discussions of this sort by asking, "Which is better, a hammer or a hand saw?" Like the tools in the carpenter's chest, each is appropriate in a given situation.

Some researchers become preoccupied with one method of inquiry and neglect the potential of others. Examining the publications of some authors show that many studies used the same method applied to many different problems, possibly indicating that the authors have become attached to one particular method and choose problems that are appropriate to its use.

There is probably too much dependence upon single methods of inquiry. Because each data gathering procedure or device has its own particular weakness or bias, there is merit in using multiple methods, supplementing one with others to counteract bias and generate more adequate data. Students of research should familiarize themselves with each of these research tools and attempt to develop skill in their use and sensitivity to their effectiveness in specific situations.

13. Data Analysis Of Problems Of Handicapped Children With Various Dimensions

1. Hypothesis:

H_1 : There is a marked difference among the dimension of 9th and 10th standard handicapped children.

The following null hypothesis was set up by the researcher.

H_{01} : There is no marked difference among the dimension of 9th and 10th standard handicapped children.

Table – : Mean, SD and 't' value of 9th and 10th std handicapped children with respect to six dimensions

Dimension	Variable	N	Mean	SD	Level of sign 0.05		Sign.
					Table 't' Value	Obtained 't' Value	
1-Vision related problems	9 th std	641	32.5679	3.08304	1.96	0.871	NS
	10 th std	319	32.3824	3.15099			
2-Hearing related problems	9 th std	641	29.8190	2.32480	1.96	0.534	NS
	10 th std	319	29.7335	2.36214			
3-Mentally experiencing problems	9 th std	641	29.5289	1.98420	1.96	0.528	NS
	10 th std	319	29.4577	1.93704			
4-Physical problems	9 th std	641	29.4618	2.07565	1.96	0.664	NS
	10 th std	319	29.3668	2.11173			
5-Emotional problems	9 th std	641	29.3479	2.52408	1.96	0.198	NS
	10 th std	319	29.3135	2.54312			
6-Scio-cultural problems	9 th std	641	29.5710	2.95091	1.96	0.328	NS
	10 th std	319	29.5047	2.93630			

Findings:

By the above interpretations the following findings were obtained;

1. There is no marked difference among the **dimension-1- Vision related problems** of 9th and 10th standard handicapped children.
2. There is no marked difference among the **dimension-2- Hearing related problems** of 9th and 10th standard handicapped children.
3. There is no marked difference among the **dimension-3- Mentally experiencing problems** of 9th and 10th standard handicapped children.
4. There is no marked difference among the **dimension-4- Physical problems** of 9th and 10th standard handicapped children.
5. There is no marked difference among the **dimension-5- Emotional problems** of 9th and 10th standard handicapped children.
6. There is no marked difference among the **dimension-6- Socio-Cultural problems** of 9th and 10th standard handicapped children.

Finally by above findings collectively it is evident that, there is a no marked difference among the dimensions of 9th and 10th standard handicapped children.

2. Hypothesis:

H₂: There is a positive correlation between parents' occupation, qualification, SES and Types of Family Background of handicapped children.

For convenience investigator subdivided the hypothesis-2 into the following hypotheses;

- a) There is a positive co-relation between Employed and Unemployed parents of handicapped children.
- b) There is a positive co-relation between Educated and Uneducated parents of handicapped children.
- c) There is a positive co-relation between Socio Economic Status High and Socio Economic Status Low parents of handicapped children.
- d) There is a positive co-relation between Family back ground High & Family back ground Low parents of handicapped children.

Hypothesis-2a:

There is a positive co-relation between Employed and Unemployed parents of handicapped children.

The following null hypothesis was set up by the researcher.

H_{02a}: There is no positive correlation between Employed and Unemployed parents of handicapped children.

Table--: Pearson's Product moment correlation (r) values of parent's occupation of handicapped children with respect to six dimensions

Dimension	Parents occupation	N	'r' value	Sign.
1-Vision related problems	Employed	711	0.00	-
	Unemployed	249		
2-Hearing related problems	Employed	711	0.477	**
	Unemployed	249		
3-Mentally experiencing problems	Employed	711	0.531	**
	Unemployed	249		
4-Physical problems	Employed	711	0.760	**
	Unemployed	249		
5-Emotional problems	Employed	711	0.629	**
	Unemployed	249		
6-Scio-cultural problems	Employed	711	0.090	-
	Unemployed	249		

** Correlation is significant at the 0.01 level (2-tailed).

Findings:

By the above interpretations the following findings were obtained;

1. There is a positive but no significant correlation between Employed and Unemployed parents of handicapped children with reference to **dimension-1- Vision related problems.**
2. There is a positive and significant correlation between Employed and Unemployed parents of handicapped children with reference to **dimension-2- Hearing related problems.**
3. There is a positive and significant correlation between Employed and Unemployed parents of handicapped children with reference to **dimension-3- Mentally experiencing problems.**
4. There is a positive and significant correlation between Employed and Unemployed parents of handicapped children with reference to **dimension-4- Physical problems.**
5. There is a positive and significant correlation between Employed and Unemployed parents of handicapped children with reference to **dimension-5- Emotional problems.**
6. There is a positive and significant correlation between Employed and Unemployed parents of handicapped children with reference to **dimension-6- Socio-Cultural problems.**

Finally by above findings collectively it is evident that, there is a positive and significant correlation between Employed and Unemployed parents of handicapped children.

Hypothesis-2b:

There is a positive co-relation between Educated and Uneducated parents of handicapped children.

The following null hypothesis was set up by the researcher.

H_{02b}: There is no positive correlation between Educated and Uneducated parents of handicapped children.

Table--: Pearson's Product moment correlation (r) values of parent's qualification of handicapped children with respect to six dimensions

Dimension	Parents qualification	N	'r' value	Sign.
1-Vision related problems	Educated	604	0.00	-
	Uneducated	356		
2-Hearing related problems	Educated	604	0.382	**
	Uneducated	356		
3-Mentally experiencing problems	Educated	604	0.240	**
	Uneducated	356		
4-Physical problems	Educated	604	0.585	**
	Uneducated	356		
5-Emotional problems	Educated	604	0.292	**
	Uneducated	356		
6-Scio-cultural problems	Educated	604	-0.090	-
	Uneducated	356		

** Correlation is significant at the 0.01 level (2-tailed).

Findings:

By the above interpretations the following findings were obtained;

1. There is a positive but no significant correlation between Educated and Uneducated parents of handicapped children with reference to **dimension-1- Vision related problems.**
2. There is a positive and significant correlation between Educated and Uneducated parents of handicapped children with reference to **dimension-2- Hearing related problems.**
3. There is a positive and significant correlation between Educated and Uneducated parents of handicapped children with reference to **dimension-3- Mentally experiencing problems.**
4. There is a positive and significant correlation between Educated and Uneducated parents of handicapped children with reference to **dimension-4- Physical problems.**
5. There is a positive and significant correlation between Educated and Uneducated parents of handicapped children with reference to **dimension-5- Emotional problems.**
6. There is a negative and not significant correlation between Educated and Uneducated parents of handicapped children with reference to **dimension-6- Socio-Cultural problems.**

Finally by above findings collectively it is evident that, there is a positive and significant correlation between Educated and Uneducated parents of handicapped children with respect to all dimensions except dimension-6 (socio-cultural problems).

Hypothesis-2c:

There is a positive co-relation between Socio-Economic Status High and Socio-Economic Status Low parents of handicapped children.

The following null hypothesis was set up by the researcher.

H_{02c}: There is no positive correlation between Socio-Economic Status High and Socio-Economic Status Low parents of handicapped children.

Table--: Pearson's Product moment correlation (r) values of parent's High and Low SES of handicapped children with respect to six dimensions

Dimension	SES Status	N	'r' value	Sign.
1-Vision related problems	High	295	0.00	-
	Low	665		
2-Hearing related problems	High	295	0.387	**
	Low	665		
3-Mentally experiencing problems	High	295	0.211	**
	Low	665		

4-Physical problems	High	295	0.587	**
	Low	665		
5-Emotional problems	High	295	0.249	**
	Low	665		
6-Scio-cultural problems	High	295	0.097	-
	Low	665		

** Correlation is significant at the 0.01 level (2-tailed).

Findings:

By the above interpretations the following findings were obtained;

1. There is a positive but no significant correlation between High and Low SES handicapped children with reference to **dimension-1- Vision related problems.**
2. There is a positive and significant correlation between High and Low SES handicapped children with reference to **dimension-2- Hearing related problems.**
3. There is a positive and significant correlation between High and Low SES handicapped children with reference to **dimension-3- Mentally experiencing problems.**
4. There is a positive and significant correlation between High and Low SES handicapped children with reference to **dimension-4- Physical problems.**
5. There is a positive and significant correlation between High and Low SES handicapped children with reference to **dimension-5- Emotional problems.**
6. There is a negative and not significant correlation between High and Low SES handicapped children with reference to **dimension-6- Socio-Cultural problems.**

Finally by above findings collectively it is evident that, there is a positive and significant correlation between High and Low SES handicapped children with respect to all dimensions except dimension-6 (socio-cultural problems).

Hypothesis-2d:

There is a positive co-relation between High Family Background and Low Family Background of handicapped children.

The following null hypothesis was set up by the researcher.

H_{02d}: There is no positive correlation between High Family Background and Low Family Background of handicapped children.

Table--: Pearson's Product moment correlation (r) values of Family background of handicapped children with respect to six dimensions

Dimension	Family Background	N	'r' value	Sign.
1-Vision related problems	Poor	662	0.00	-
	Rich	298		
2-Hearing related problems	Poor	662	0.390	**
	Rich	298		
3-Mentally experiencing problems	Poor	662	0.209	**
	Rich	298		
4-Physical problems	Poor	662	0.589	**
	Rich	298		
5-Emotional problems	Poor	662	0.266	**
	Rich	298		
6-Scio-cultural problems	Poor	662	-0.096	-
	Rich	298		

** Correlation is significant at the 0.01 level (2-tailed).

Findings:

By the above interpretations the following findings were obtained;

1. There is a positive but no significant correlation between High and Low family Background handicapped children with reference to **dimension-1- Vision related problems.**
2. There is a positive and significant correlation between High and Low High and Low family Background handicapped children with reference to **dimension-2- Hearing related problems.**
3. There is a positive and significant correlation between High and Low High and Low family Background handicapped children with reference to **dimension-3- Mentally experiencing problems.**
4. There is a positive and significant correlation between High and Low High and Low family Background handicapped children with reference to **dimension-4- Physical problems.**
5. There is a positive and significant correlation between High and Low High and Low family Background handicapped children with reference to **dimension-5- Emotional problems.**
6. There is a negative and not significant correlation between High and Low High and Low family Background handicapped children with reference to **dimension-6- Socio-Cultural problems.**

Finally by above findings collectively it is evident that, there is a positive and significant correlation between High and Low High and Low family Background handicapped children with respect to all dimensions except dimension-6 (socio-cultural problems).

3. Hypothesis:

H₃: There is a significant difference in the problems of handicapped students of Boys and Girls.
The following null hypothesis was set up by the researcher.

H₀₃: There is no significant difference in the problems of handicapped students of Boys and Girls.

Table – : Mean, SD and ‘t’ value of Boys and Girls handicapped children with respect to six dimensions

Dimension	Variable	N	Mean	SD	Level of sign 0.05		Sign.
					Table ‘t’ Value	Obtained ‘t’ Value	
1-Vision related problems	Boys	480	32.5146	3.09889	1.96	0.83	NS
	Girls	480	32.4979	3.11505			
2-Hearing related problems	Boys	480	29.6875	2.32672	1.96	1.368	NS
	Girls	480	29.8938	2.34391			
3-Mentally experiencing problems	Boys	480	29.4354	1.99477	1.96	1.099	NS
	Girls	480	29.5750	1.94029			
4-Physical problems	Boys	480	29.4125	2.08800	1.96	0.263	NS
	Girls	480	29.4479	2.08819			
5-Emotional problems	Boys	480	29.2479	2.49822	1.96	1.085	NS
	Girls	480	29.4250	2.55924			
6-Scio-cultural problems	Boys	480	29.4208	2.94451	1.96	1.349	NS
	Girls	480	29.6771	2.94236			

Findings:

By the above interpretations the following findings were obtained;

1. There is no significant difference among the **dimension-1- Vision related problems** of Boys and girls handicapped children.
2. There is no significant difference among the **dimension-2- Hearing related problems** of Boys and girls handicapped children.
3. There is no significant difference among the **dimension-3- Mentally experiencing problems** of Boys and girls handicapped children.

4. There is no significant difference among the **dimension-4- Physical problems** of Boys and girls handicapped children.
5. There is no significant difference among the **dimension-5- Emotional problems** of Boys and girls handicapped children.
6. There is no significant difference among the **dimension-6- Socio-Cultural problems** of Boys and girls handicapped children.

Finally by above findings collectively it is evident that, there is a no significant difference among the dimensions of Boys and girls handicapped children.

14. Discussion and conclusion:-

The present study has thrown much light on the problems of handicapped children in relation to some selected variables at secondary school level of raichur district.

Handicapped children suffer from deep frustrations in life and educational problems and quite a number of them relapse into delinquency and other anti- social ways of living. The reasons for their handicapped are lack of concentration on studies and they learn things very slowly, they need time to understand.

The child environment particularly his social surroundings both at home and school must be given adequate attention. The treatment depends on the kind of backwardness and the causes which produce it . It is necessary to determine the defect and find out the causes. These causes lie within the individual himself and outside him in the environment. Beside this irregular attendance, inefficient and uninteresting teaching absence of drill, narrowness of the curriculum and a system either too quick or too slow will hinder the handicapped child progress. The influence of the mentally problem is another factor for their handicapped. All these factors have a impact on their academic achievement.

Remedial teaching, special classes, partial segregation from the other students, educational guidance should be provided to word in the education of the handicapped children. By this we call bring about development among the handicapped children's

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