

A study on problems of Handicapped children at secondary school level

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1.Introduction:-

The teacher is expected to instil in the child's mind readymade dozes of knowledge. By this, the child can develop into a parrot repeating crewed knowledge mechanically, but he cannot attain the wholesome development of his personality. In short, such knowledge strangles the natural development of child and hence is of no use to him for his actual future life. In spite of this, school education has merits of its own. In the words of John Mill-"The culture which each generation purposefully gives to those who are to be its successors, in order to qualify them for least keeping, up and if possible for raising the level improvement which has been attained"

2. Meaning And Concept of Education:-

Education is a comprehensive term. Its implications are rich and varied. It is, therefore, very difficult to give a single meaning to or definition of education. In every society and in every age, a system of education is evolved according to its needs and the temper of its times. Accordingly, there are as many definitions as persons belonging to different walks of life. It is therefore true that, the last word on education can never be said. However, to enter into the domain of education, it is essential to understand what 'Education' is. We can refer to the following details.

3. Nature of Education

Education is dynamic process. It is a lifelong process. It is now believed that every individual is born with latent talents. He inherits these talents by birth. The role of education consists in the development of these talents or potentialities. The development of different aspects of human personality should take place in a balanced form. It must be all developed intellectually, physically, socially, spiritually, aesthetically and ethically.

4. Objectives of The Study

1. To study the variation in the problems of Urban & Rural handicapped children.
2. To study the variation in the academic achievement of handicapped children.
3. To suggest alternative measures to improve the conditions of handicapped children.

5. Research Hypotheses

1. There is a significant difference in the problems of handicapped students with respect to Urban & Rural.
2. There is a significant difference in the problems of handicapped students with respect to Govt and Management school.
3. There is a significant difference in the problems in the problems of handicapped children with respect to academic achievement.

6. 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.

7. 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.

8. Population

The investigation is conducted in secondary schools of Raichur district.

9. 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.

10. 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.

11. Data Analysis of Problems Of Handicapped Children With Various Dimensions

1. Hypothesis:

H₁: There is a significant difference in the problems of handicapped students with respect to rural and urban.

The following null hypothesis was set up by the researcher.

H_{01} : There is no significant difference in the problems of handicapped students with respect to rural and urban.

Table – : Mean, SD and ‘t’ value of rural and urban 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	Rural	480	32.8667	3.0064	1.96	3.619	S
	Urban	480	32.1458	3.16353			
2-Hearing related problems	Rural	480	29.8042	2.38541	1.96	0.179	NS
	Urban	480	29.7771	2.28873			
3-Mentally experiencing problems	Rural	480	29.5854	1.91494	1.96	1.263	NS
	Urban	480	29.4250	2.01834			
4-Physical problems	Rural	480	29.5625	2.01359	1.96	1.967	S
	Urban	480	29.2979	2.15205			
5-Emotional problems	Rural	480	29.3396	2.54629	1.96	0.038	NS
	Urban	480	29.3333	2.51454			
6-Scio-cultural problems	Rural	480	29.5875	3.01781	1.96	0.405	NS
	Urban	480	29.5104	2.87235			

Interpretation:

By referring to above table it is found that,

- **Dimension-1:** The obtained’ value is 3.619 and the corresponding table value is 1.96 (do 958 and 0.05 level). The obtained’ value is greater than the corresponding table value. Hence, null hypothesis (H_{04}) is rejected and the research hypothesis is accepted.
- **Dimension-2:** The obtained’ value is 0.179 and the corresponding table value is 1.96 (do 958 and 0.05 level). The obtained’ value is smaller than the corresponding table value. Hence, null hypothesis (H_{04}) is accepted and the research hypothesis is rejected.
- **Dimension-3:** The obtained’ value is 1.263 and the corresponding table value is 1.96 (do 958 and 0.05 level). The obtained’ value is smaller than the corresponding table value. Hence, null hypothesis (H_{04}) is accepted and the research hypothesis is rejected.
- **Dimension-4:** The obtained’ value is 1.967 and the corresponding table value is 1.96 (do 958 and 0.05 level). The obtained’ value is greater than the corresponding table value. Hence, null hypothesis (H_{04}) is rejected and the research hypothesis is accepted.
- **Dimension-5:** The obtained’ value is 0.038 and the corresponding table value is 1.96 (do 958 and 0.05 level). The obtained’ value is smaller than the corresponding table value. Hence, null hypothesis (H_{04}) is accepted and the research hypothesis is rejected.
- **Dimension-6:** The obtained’ value is 0.405 and the corresponding table value is 1.96 (do 958 and 0.05 level). The obtained’ value is smaller than the corresponding table value. Hence, null hypothesis (H_{04}) is accepted and the research hypothesis is rejected.

Findings:

By the above interpretations the following findings were obtained;

1. There is a significant difference among the **dimension-1- Vision related problems** of Rural and Urban handicapped children.
2. There is no significant difference among the **dimension-2- Hearing related problems** of Rural and Urban handicapped children.
3. There is no significant difference among the **dimension-3- Mentally experiencing problems** of Rural and Urban handicapped children.
4. There is significant difference among the **dimension-4- Physical problems** of Rural and Urban handicapped children.
5. There is no significant difference among the **dimension-5- Emotional problems** of Rural and Urban handicapped children.
6. There is no significant difference among the **dimension-6- Socio-Cultural problems** of Rural and Urban handicapped children.

Finally by above findings collectively it is evident that, there is a significant difference among the dimensions-1 (Vision related problems) and dimension-4 (Physical problems) of Rural and Urban handicapped children.

2. Hypothesis:

H₂: There is a significant difference in the problems of handicapped students with respect to Govt and Management school.

The following null hypothesis was set up by the researcher.

H₀₂: There is no significant difference in the problems of handicapped students with respect to Govt and Management school.

Table- : Mean, SD and ‘t’ value of Govt and Management school 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	Government	480	32.254	3.042	1.96	2.522	S
	Management	480	32.758	3.149			
2-Hearing related problems	Government	480	29.714	2.377	1.96	1.008	NS
	Management	480	29.886	2.294			
3-Mentally experiencing problems	Government	480	29.437	2.122	1.96	1.006	NS
	Management	480	29.572	1.799			
4-Physical problems	Government	480	29.270	2.255	1.96	2.372	S
	Management	480	29.589	1.892			
5-Emotional problems	Government	480	29.195	2.517	1.96	1.725	NS
	Management	480	29.477	2.535			
6-Scio-cultural problems	Government	480	29.516	2.973	1.96	0.340	NS
	Management	480	29.581	2.918			

Interpretation:

By referring to above table it is found that,

- **Dimension-1:** The obtained 't' value is 2.522 and the corresponding table value is 1.96 (do 958 and 0.05 level). The obtained 't' value is greater than the corresponding table value. Hence, null hypothesis (H_{05}) is rejected and the research hypothesis is accepted.
- **Dimension-2:** The obtained 't' value is 1.008 and the corresponding table value is 1.96 (do 958 and 0.05 level). The obtained 't' value is smaller than the corresponding table value. Hence, null hypothesis (H_{05}) is accepted and the research hypothesis is rejected.
- **Dimension-3:** The obtained 't' value is 1.066 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained 't' value is smaller than the corresponding table value. Hence, null hypothesis (H_{05}) is accepted and the research hypothesis is rejected.
- **Dimension-4:** The obtained 't' value is 2.372 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained 't' value is greater than the corresponding table value. Hence, null hypothesis (H_{05}) is rejected and the research hypothesis is accepted.
- **Dimension-5:** The obtained 't' value is 1.725 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained 't' value is smaller than the corresponding table value. Hence, null hypothesis (H_{05}) is accepted and the research hypothesis is rejected.
- **Dimension-6:** The obtained 't' value is 0.340 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained 't' value is smaller than the corresponding table value. Hence, null hypothesis (H_{05}) is accepted and the research hypothesis is rejected.

Findings:

By the above interpretations the following findings were obtained;

1. There is a significant difference among the **dimension-1- Vision related problems** of Govt and Management school handicapped children.
2. There is no significant difference among the **dimension-2- Hearing related problems** of Govt and Management school handicapped children.
3. There is no significant difference among the **dimension-3-Mentally experiencing problems** of Govt and Management school handicapped children.
4. There is significant difference among the **dimension-4- Physical problems** of Govt and Management school handicapped children.
5. There is no significant difference among the **dimension-5-Emotional problems** of Govt and Management school handicapped children.
6. There is no significant difference among the **dimension-6- Socio-Cultural problems** of Govt and Management school handicapped children.

Finally by above findings collectively it is evident that, there is a significant difference among the dimensions-1 (Vision related problems) and dimension-4 (Physical problems) Govt and Management school handicapped children.

3 . Hypothesis:

H_3 : There is a significant difference in the problems of handicapped students with respect to academic achievement.

The following null hypothesis was set up by the researcher.

H_{03} : There is no significant difference in the problems of handicapped students with respect to academic achievement.

Table – : Mean, SD and ‘t’ value of academic achievement of 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	High Academic achievement	449	32.427	3.200	1.96	.730	NS
	Low Academic achievement	510	32.574	3.023			
2-Hearing related problems	High Academic achievement	449	29.835	2.340	1.96	.583	NS
	Low Academic achievement	510	29.747	2.334			
3-Mentally experiencing problems	High Academic achievement	449	29.400	1.946	1.96	1.489	NS
	Low Academic achievement	510	29.590	1.979			
4-Physical problems	High Academic achievement	449	29.343	2.050	1.96	1.150	NS
	Low Academic achievement	510	29.498	2.11			
5-Emotional problems	High Academic achievement	449	29.376	2.505	1.96	.442	NS
	Low Academic achievement	510	29.303	2.553			
6-Scio-cultural problems	High Academic achievement	449	29.576	2.899	1.96	.290	NS
	Low Academic achievement	510	29.521	2.988			

Interpretation:

By referring to above table it is found that,

- **Dimension-1:** The obtained ‘t’ value is 0.730 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained ‘t’ value is smaller than the corresponding table value. Hence, null hypothesis (H_{06}) is accepted and the research hypothesis is rejected.
- **Dimension-2:** The obtained ‘t’ value is 0.583 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained ‘t’ value is smaller than the corresponding table value. Hence, null hypothesis (H_{06}) is accepted and the research hypothesis is rejected.
- **Dimension-3:** The obtained ‘t’ value is 1.489 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained ‘t’ value is smaller than the corresponding table value. Hence, null hypothesis (H_{06}) is accepted and the research hypothesis is rejected.
- **Dimension-4:** The obtained ‘t’ value is 1.150 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained ‘t’ value is greater than the corresponding table value. Hence, null hypothesis (H_{06}) is accepted and the research hypothesis is rejected.

- **Dimension-5:** The obtained 't' value is 0.442 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained 't' value is smaller than the corresponding table value. Hence, null hypothesis (H_{06}) is accepted and the research hypothesis is rejected.
- **Dimension-6:** The obtained 't' value is 0.290 and the corresponding table value is 1.96 (df 958 and 0.05 level). The obtained 't' value is smaller than the corresponding table value. Hence, null hypothesis (H_{06}) is accepted and the research hypothesis is rejected.

Findings:

By the above interpretations the following findings were obtained;

1. There is no significant difference among the **dimension-1- Vision related problems** of high and low academic achievement handicapped children.
2. There is no significant difference among the **dimension-2- Hearing related problems** of high and low academic achievement handicapped children.
3. There is no significant difference among the **dimension-3- Mentally experiencing problems** of high and low academic achievement handicapped children.
4. There is no significant difference among the **dimension-4- Physical problems** of high and low academic achievement handicapped children.
5. There is no significant difference among the **dimension-5- Emotional problems** of high and low academic achievement handicapped children.
6. There is no significant difference among the **dimension-6- Socio-Cultural problems** of high and low academic achievement handicapped children.

Finally by above findings collectively it is evident that, there is no significant difference among the of high and low academic achievement handicapped children.

14. Discussion and conclusion:-

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 an 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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