

Vol 3 Issue 2 March 2013

Impact Factor : 0.2105

ISSN No : 2230-7850

Monthly Multidisciplinary
Research Journal

*Indian Streams
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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LEARNING AND ADJUSTMENT PROBLEMS OF PHYSICALLY HANDICAPPED CHILDREN

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Abstract:

Physically handicapped children are one of the category of exceptional children and essential members of the society. They also need more than equal treatment, special attention, greater recognition, care and sympathy. The purpose of the present study was to explore the learning and adjustment problems faced by physically handicapped children of Jammu district. Hundred students were selected from different educational institutional Jammu district. A self constructed tool was used to find out the leaning and adjustment problems faced by physically handicapped children. Finding of the study revealed that majority of the students face more learning and adjustment problems in comparison to normal students.

KEYWORDS:

Learning, Adjustment, Physically handicapped.

I.INTRODUCTION

The term physically handicapped has been used in literature in various ways ; physically disabled, crippled, orthopaedically impaired or otherwise health impaired. The term includes impairments caused by a congenital anomaly e.g., club foot, absence of some body organs, impairment caused by disease e.g., poliomyelitis, bone tuberculosis and impairment from other causes e.g. cerebral palsy, amputations and fractures or burns that cause contractures. Taking the Dictionary meaning of the term, we can say that a physically handicapped person is defined as possessing a physical defect which reduces one's personal and social obligation according to a socially determined standard.

In recent years, the definition of a physically handicapped child has broadened considerably. A child is now considered physically handicapped if he cannot for physical reasons participate in social, recreational, educational or vocational activities on fairly equal terms with other children of his age. These children suffer from learning and adjustment problems, also the nature and the magnitude of these problems vary from students to students.

RATIONALE OF THE STUDY

In order to educate physically handicapped children we need special provision for them as these children are mostly confronted with many learning and adjustment problems. To provide them right type of education, it is essential to sort out their problems. Adjustment problems are unwanted interference by others etc. In case of learning problems, physically challenged children have difficulties in reading, poor health non-recognition by teacher, lack of interest in teaching & other school activities.

In this present study an attempt was made to document some of the relevant works already

conducted on the subject under study. In a investigation Sehti and Sen (1981) conducted a study on physically handicapped children and found that they are basically intropunitive, and have poor self concept. Homier (1990) conducted a study on parents of handicapped children and after interviewing them they revealed that the involvement of closed relatives in the ideational and therapeutic programme for a handicapped children was essential. Fitcher et. al., (1991) revealed that normal and physically disable individuals indicated that in everyday social encounters, normal individual thoughts and feeling were more negative. Sharma, Vaid and Jamwal (2004) studied the physically disabled children and concluded that physically disabled children have very poor self concept. Murakani K (2007) studied present status and problem of schools for physically disabled children from the viewpoint of school physicians and found that the range and severity of disability of disable children in schools have gradually been increasing. Inhtiaq Hussain et.al., (2011) conduced a study problems faced by physically handicapped student in educational institutions in district Kohat. And found that they face a lot of problems while studying in normal educational institutions.

OBJECTIVES OF THE STUDY

1. To identify the learning problems faced by physically handicapped children.
2. To identify the adjustment problems faced by physically handicapped children.
3. To suggest educational implications based on the results of the present study.

DELIMITATIONS OF THE STUDY

1. The study was limited to 100 physically handicapped children only.
2. The study was confined to three categories of physically handicapped children i.e., visually impaired orthopaedically impaired and hearing impaired.
3. For this study "Interview Scheduled" has been used as a tool.
4. The present study was limited to the physically handicapped children of Jammu district only.

SAMPLING

In the present study 100 physically handicapped children studying in different educational institution constituted the population of the study. And the study was confined to three categories of physically handicapped children i.e., visually impaired, orthopaedically handicapped and hearing impaired.

TOOL EMPLOYED

Self constructed tool

STATISTICAL TECHNIQUE EMPLOYED

Percentage

Mean

CONCLUSIONS

1. 73% of physically handicapped students facing problems in mobility.
2. 87% of the physically handicapped children sit comfortably in classrooms.
3. 95% of physically handicapped children stated that their work was appreciated by their teachers.
4. 74% of physically handicapped children had inferiority complex.
5. 61% students avoid difficult tasks.
6. 58% of students hesitate while talking to their teachers and peers.
7. 84% of physically handicapped children reported that they can compete with the normal children.
8. 55% handicapped children faced problem in writing.
9. 60% students reported that they lag behind in their studies due to their limitations or disabilities.
10. 80% of physically handicapped children reported that they can excel in their studies like others if extra help was provided to them.
11. 90% of the students reported that teachers encourage them in their studies.
12. 42% of students faced problem in writing from the black board.

- 13.97% of the students were worried about their career.
- 14.85% of the students revealed that teachers provide them sufficient time for learning.
- 15.57% of the students face problem in reading.
- 16.88% of the students reported that teachers reinforce them whenever they response correctly.
- 17.69% of the students reported that there were provision of vocational and skill trainings in their institute.
- 18.82% of the students were given opportunity to participate in co-curricular activities.
- 19.32% of the students stated that they participate in co-curricular activities.

EDUCATIONAL IMPLICATIONS

The present study has implication for administrators, teachers, parents, planners and members of society who deal with physically challenged children. The present study revealed various learning and adjustment problems of the physically challenged children. Regarding their problems the teachers, parents, planner, administrators and their classmate have to be made aware so that they can perform their respective role to help them to remove these problems. They deserve special help and sympathy in the matter their king and adjustment problems. They need more than equal treatment, special attention, greater recognition, care and sympathy. It is essential to keep them away with the feeling that they can't learn at par with the normal children. The learning problems must remain upper most in the mind of the teachers while dealing with them.

SUGGESTION FOR FURTHER STUDY

The study was confined to 100 students only. Since the study of adjustment and learning problems of physically challenged children is vital issue. It is therefore essential that intensive study of their problems should be made over a sufficiently large sample. Some experimental work to tackle and remove the learning and adjustment problems of physically handicapped children can also be taken for study.

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