



A STUDY VOCATIONAL INTEREST AMONG THE HANDICAPPED STUDENTS STUDYING IN PRIMARY AND SECONDARY SCHOOLS

¹Virupakshi, ²Dr. Venkatesh K.

¹Research Scholar,, ²Dean and Chairman,

¹Department of Studies and Research in Education Davanagere University Davanagere- 577007,

²Department of Studies and Research in Education Davanagere University, Davanagere

Abstract:

The physically handicapped are often neglected by their family, relatives and society and therefore lead lonely life. Interest of these physically handicapped are sometimes stunted and quiet often destroyed leading to lost of creativity in them. Hence the present study is to study the interest among the physically handicapped so they themselves realize their potential and interest; moreover their parents, teachers and society become aware of their interest. Thus the physically handicapped will then be given equal opportunity to make them independent according to their needs.

Key Words: Physically handicapped, interest, Primary and Secondary school Students

1. Introduction:

"The essence of true humanity lies in that a man must let men live like men" said Jawaharlal Nehru. But though we have entered in ICE Age (of Information Technology, C-communication, E-Entertainment) are we really letting men live as men? A nation can develop only when every factor is truly developed. Thus we as educators should help in developing every factor of students life by given equal opportunity whether he or she is physically capable or not. Even the constitution of India and Human Rights too bestow every right to all human irrespective of physical deformity.

Physical Handicap is an impairment of disability, limits that prevent the role of normal living. (WHO and UNO, 1945) Hence the 4.1 objective of NPE 1986 .states 'The objective should be to integrate the physically and mentally handicapped with the general community as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence.' Therefore, their different interest must be encouraged so they can live healthy life.

Interest is a tendency to seek out an activity or object; or a tendency to choose it rather than some alternative, (Cronbach, 1990). There are 2 types of interest

(a) Heredity from birth Eg. Food habits

(b) Attained or Established eg- singing, painting, cricket.

Mostly the two types of interest are developed by physically handicapped individual, through interaction between him and the environment specially through the opportunities he gets in home, school and environment. He begins to realize his potentialities and liking and gradually develops interest accordingly. Satapathy and Singhal (2002) found average academic performance among visually impaired and hearing impaired while Deshmukh (1979) found women handicapped's personality more inquisitive than their male counterpart. Rohidekar and Usha (1981) suggested the need for specially trained teachers to teach the physically handicapped. Pinto, T. (1974) found no significant difference among the social and mental adjustments of physically handicapped and normal children. Chandrakar Gopal (1988) found difference in the competency among handicapped and normal children in physical, emotional, social, economical, mental, and educational while Sharma (1990) found that in spite of physical obstacles the physically handicapped children do have interest in arts, science and technology more than normal children.

2. Objectives of the study:

- 1) To find out the interest among the physically handicapped students studying in primary and secondary schools.
- 2) To compare boys and girls (physically handicapped students studying in primary and secondary schools) in respect to their.
 - a) Vocational Interest
 - b) Scientific and Technical Interest
 - c) Aesthetic Interest
 - d) Interest in Activities Outside Classroom
 - e) Social Work Interest.

3. Hypotheses:

- 1) The physically handicapped students do have various interest.
- 2) Boys and girls significantly differ in their interest regarding.
 - a) Vocational Interest
 - b) Scientific and Technical Interest
 - c) Aesthetic Interest
 - d) Interest in Activities outside classroom.
 - e) Social Work Interest

4. Methodology:

4.1. Population and Sample:

The population of the study comprised of integrated Handicapped students of the all Kannada medium schools in Raichur District only, as number of handicapped students is very low. The sample consisted of 100 students of which 60 were boys (30 from secondary and 30 from primary) and 40 girls (20 from secondary and 20 from primary schools). The sample was selected by using random sampling technique.

4.2. Tools of the Study:

The data was collected using questionnaire which had two parts Viz. Part A - A personal data sheet and Part B - A questionnaire prepared by the investigator for students which consisted of 30 questions after its pilot study. A list of various possible interests influencing the students' personality and their day to day life were included in the questionnaire for students whose reliability was tested on the basis of test-retest method.

4.3. Data collection:

The final questionnaire was then used to collect the data.

4.4. Statistical techniques Used:

Data was analyzed through Mean, SD and 't'-value.

5. Analysis and interpretation of data:

The physically handicapped do have various interest. The students do have interest in (a) Vocational (b) Scientific and Technical, (c) Aesthetic, (d) Activities outside classroom and (e) Social work

Table No.1

Difference between the means of vocational interest among/physically handicapped boys and girls studying in primary and secondary school.

Sl. No	Sample	Sub-sample	Students No	Mean	Standard Deviation	Obtained 't'-value	Hypothesis
1	Primary School Students	Boys	30	19.3	6203	0.235*	Rejected
		Girls	20	19.0	3.8		
2	Secondary School Students	Boys	30	16.7	2586	0.825*	Rejected
		Girls	20	19.3	2230		

* - Indicates not significant at 0.05 level of confidence (48, 0.05) -1.97

Since the calculated 't' value 0.235 and 0.825 is less than the table value i.e. 1.97 at 0.05 level of confidence, hence it may be inferred that the vocational interest among the physically handicapped boy and girls of both secondary and primary schools do not differ significantly. Therefore the hypothesis is rejected. The data Can be shown graphically as follows:

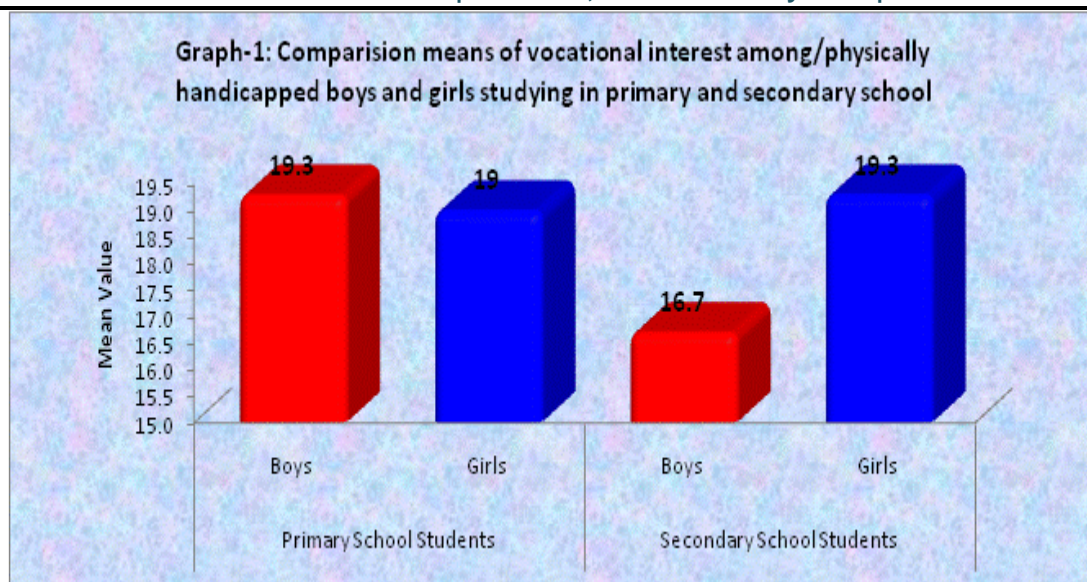


Table No. 2

Difference between the means of scientific and technical interest among/ physically handicapped boys and girls studying in primary and secondary school

S1. No.	Sample	Sub-Sample	Students No.	Mean	Standard Deviation	Obtained t- value	Hypothesis
1	Primary School Students	Boys	30	15.4	26248	0.343*	Rejected
		Girls	20	13.65	7927		
2	Secondary School Students	Boys	30	17.966	2638	0.138*	Rejected
		Girls 1	20	17.85	3.15		

* - Indicates not significant at 0.05 level of confidence (48, 0.05) -1.97

Since the calculated 't' value 0.343 and 0.136 is less than the table value i.e. 1.97 at 0.05 level it may be inferred that the scientific and technical interest among the physically handicapped boy and girls of both secondary and primary schools do not differ significantly. Therefore the hypothesis is rejected. The data Can be shown graphically as follows:

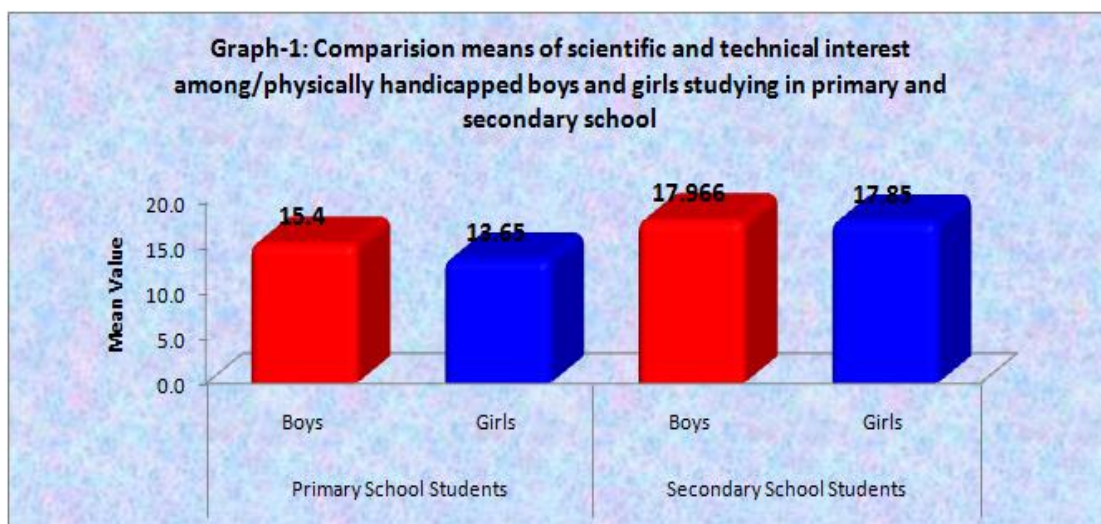


Table No. 3

Difference between the means of Aesthetic interest among/physically handicapped boys and girls studying in primary and secondary school.

Sl. No.	Sample	Sub-Sample	Students No.	Mean	Standard Deviation	Obtained t- value	Hypothesis
1	Primary School Students	Boys	30	18.533	3.343	0.237*	Rejected
		Girls	20	20.05	3.447		
2	Secondary School Students	Boys	30	17.7	7.343	0.284*	Rejected
		Girls 1	20	21.95	2.946		

* - Indicates significant at 0.05 level of confidence (48, 0.05) - 1.97

Since the calculated 't' value 0.237 and 2.845 is less for the primary students and more for the secondary students respectively, than the table value i.e. 1.97 at 0.05 level it may be inferred that the Aesthetic interest among the physically handicapped boys and girls of primary do not differ significantly but do differ significantly for the physically handicapped boys and girls of both secondary schools. Hence the hypothesis is rejected by primary boys and girls and accepted by the secondary boys and girls. The data Can be shown graphically as follows:

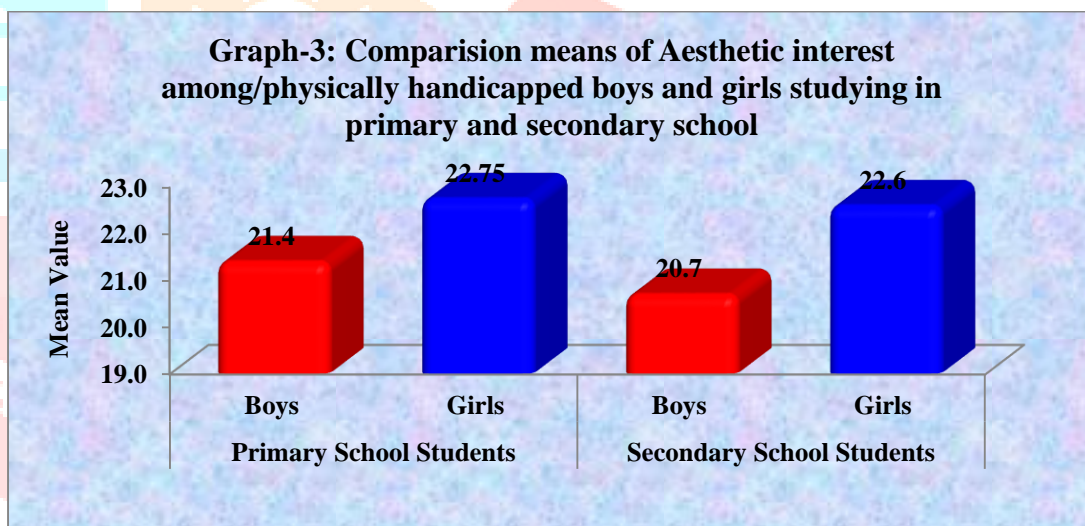


Table No. 4

Difference between the means of Activities outside classroom interest among/physically handicapped boys and girls studying in primary and secondary school students.

Sl.No.	Sample	Sub-Sample	Students No.	Mean	Standard Deviation	Obtained t- value	Hypothesis
1	Primary School Students	Boys	30	18.5	1.25	0.105*	Rejected
		Girls	20	18.75	2.96		
2	Secondary School Students	Boys	30	17.7	4.35	0.2079*	Rejected
		Girls 1	20	20.35	1.705		

* Indicates significant at 0.05 level of confidence (48, 0.05) - 1.97

Since the calculated 't' value 0.105 and 2.079 is less for the primary students and more for the secondary students respectively, than the table value ie. 1.97 at 0.05 level it may be inferred that the

Interest in Activities outside schools among the physically handicapped boys and girls of primary do not differ significantly but do differ significantly for the physically handicapped boys and girls of secondary schools. Hence the hypothesis is rejected by primary boys and girls and accepted by the secondary boys and girls. The data Can be shown graphically as follows:

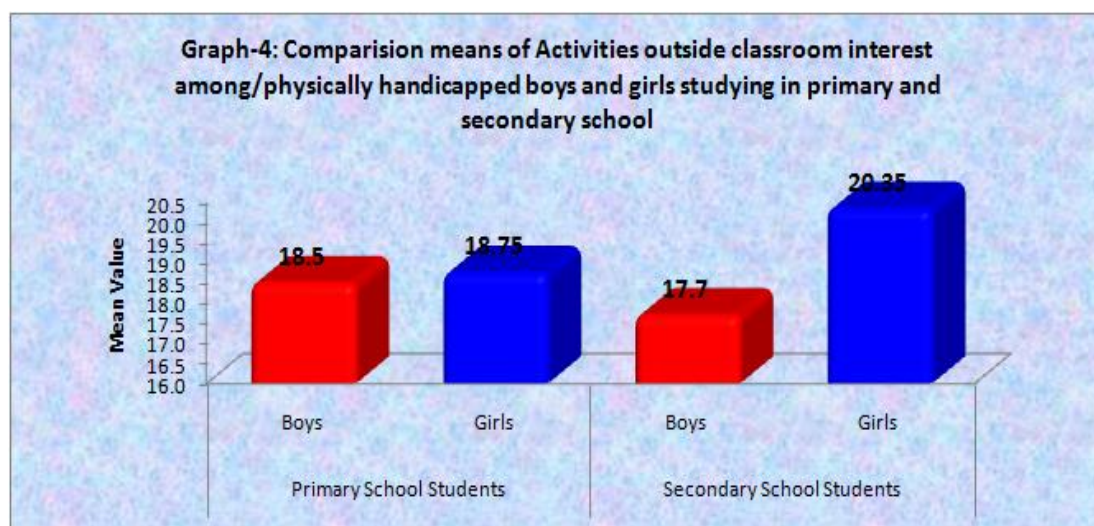


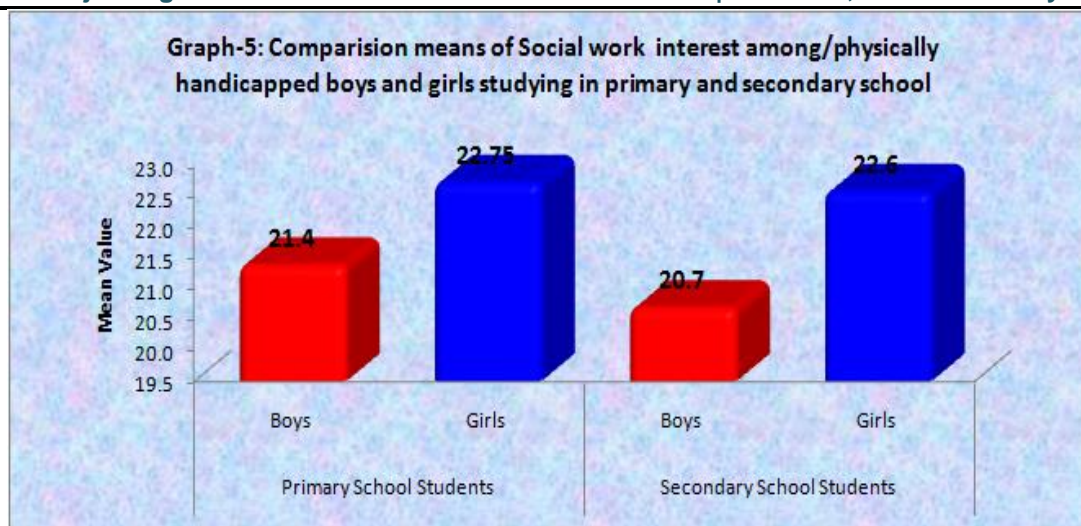
Table No. 5

Difference between the means of Social work interest among/physically handicapped boys and girls studying in primary and secondary school students.

Sl. No.	Sample	Sub-Sample	Students No.	Mean	Standard Deviation	Obtained t- value	Hypothesis
1	Primary School Students	Boys	30	21.4	1.484	0.492	Rejected
		Girls	20	22.75	1.937		
2	Secondary School Students	Boys	30	20.7	4.163	2.231	Rejected
		Girls 1	20	22.6	1.927		

* - Indicates significant at 0.05 level of confidence (48, 0.05) -1.97

Since the calculated 't' value 0.492 and 2.231 is less for the primary students and more for the secondary students respectively, than the table value i.e. 1.97 at 0.05 level it may be inferred that the Social work interest among the physically handicapped boys and girls of primary do not differ significantly but do differ significantly for the physically handicapped boys and girls of secondary schools. Hence the hypothesis is rejected by primary boys and girls and accepted by the secondary boys and girls. The data Can be shown graphically as follows:



6. Findings

1. The physically handicapped students studying in primary and secondary schools do have various interest which is a little above average,
2. The physically handicapped students studying in primary and secondary schools in each dimension is also above average.
3. Physically handicapped boys and girls studying in primary and secondary schools do not differ significantly in Vocational Interest.
4. Physically handicapped boys and girls studying in primary and secondary schools do not differ significantly in Scientific and Technical Interest.
5. Physically handicapped boys and girls studying in primary schools do not differ significantly in Aesthetic Interest but secondary schools differ significantly in Aesthetic Interest.
6. i) Physically handicapped boys and girls studying in primary schools do not differ significantly in Interest in activities outside classroom.
ii) Physical handicapped boys and girls studying in secondary schools differ significantly in Interest in activities outside classroom.
7. i) Physically handicapped boys and girls studying in primary schools do not differ significantly in Social Work Interest.
ii) There is significant difference between the means for physical handicapped boys and girls studying in secondary schools in Social Work Interest.

REFERENCE:

1. **Best, W. J. & Khan, J. (1992):** Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd., 401.
2. **Best, W. J. & Khan, J. (1999):** Research in Education. New Delhi: Prentice Hall of India Private Limited, 105-108.
3. **Bhandarkar, K. M. (2006):** Statistics in Education. Hyderabad: Neelakamal Publications Pvt. Ltd., 115-116.
4. **Cronbach, L. (1976):** “Research on classroom and schools: Formation of questions, design, and analysis”. Occasional paper of the Stanford Evaluation Consortium.
5. **Edwards Allen L. (1957):** Techniques of Attitude Scale Construction, Appleton – Century – Crofts Inc., New York.
6. **Feldman, R. S. (2004):** Understanding Psychology (6TH ed.). New Delhi: Tata McGraw-Hill Publishing Company Ltd., 303.
7. **Garrett, H. E. (1958):** Statistics and Education. Bombay: Allied Pacific Pvt. Ltd.
8. **Garrett, H. E. (1969):** Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.

