



PARENTAL CARE OF SECONDARY LEVEL DISABLED STUDENTS

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ABSTRACT

This paper attempts to find the parental care of secondary level disabled students. Simple random sampling technique was used, to draw a sample of 350 disabled students from special schools of Tirunelveli and Kanyakumari Districts in Tamil Nadu. The self made parental care scale developed by and Selvaraju (2018) has been used to access the parental care of disabled students and it has seven dimensions (Educational Level of Parents, Parents Care on Getting Family Support, Parents Economic Status, Parents Occupational Problems, Parents and Society, Parents and Schools, Parents Educational Support). The findings reveal that the male disabled students and urban schools disabled students have got better parental care than their counter parts.

KEYWORDS : Parental care, secondary Education and Disabled students

Introduction

The term physically exceptional has been used in literature in various ways: Physically disabled, crippled, orthopaedically impaired, or otherwise health impaired. Physical handicaps are divided into two types: Orthopaedically handicapped (OH) and Health impairments for the purpose of special education (Bigge and Sirvis, 1986). The legal definition of the term orthopaedically handicapped is a severe, orthopaedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly e.g., club foot, absence of some body organs, impairments 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. Children with muscular or neuromuscular handicaps which significantly limit their ability to get about, sit in the classroom, manipulate the materials.

Significance of the Study

Parenting or child rearing in humans is the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. This goes far beyond anything found in other animals, including not only the provision of food, shelter, and protection from threats such as predators, but a prolonged period of support during which the child learns whatever is needed to live successfully in human society. Paternal care refers to the time and resources given by a biological father to his offspring. The presence of paternal care varies across human cultures. However, most societies exhibit some degree of paternal care. In some cultures, fathers are only responsible for male children after they reach a certain age, when skills need to be passed on - while in others, fathers may play important roles from children's early ages onward. Paternal care is a behavior found in some Great apes, although there are differences in the extent and quality of care provided. However, the difference in quality of paternal care given by humans versus other primates is absolutely unique.

Operational Definitions of the Terms

Parental Care

It refers to the rearing of a child or children, especially the care, love, and guidance given by a parent.

Differently able students

Differently able was an alternate term to disabled, handicapped and etc.

Objectives of the Study

1. To find out there is significant difference between male and female disabled students in their parental care.
2. To find out there is significant difference between rural and urban schools disabled students in their parental care.

3. To find out there is significant difference among SC, ST, BC, MBC and general categories differently abled school students in their parental care.

Null Hypotheses

Based on the above objectives null hypotheses were formed.

Methodology

The researcher has chosen survey method to study the parental care of disabled students. The sample taken for the study constitutes 350 from 4 Special Schools in Tirunelveli, and Kanyakumari Districts. Simple random sampling technique was used to draw the sample. The Self made parental care scale has been used by the investigator and guide, and it has seven dimensions; they are Educational Level of Parents, Parents Care on Getting Family Support, Parents Economic Status, Parents Occupational Problems, Parents and Society, Parents and Schools, Parents Educational Support.

NULL HYPOTHESIS 1:

There is no significant difference between male and female disabled students in their parental care.

TABLE – 1
DIFFERENCE BETWEEN MALE AND FEMALE DISABLED STUDENTS IN THEIR PARENTAL CARE

Parental care and its dimensions	Male (N=183)		Female (N=167)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Educational level of parents	24.48	3.672	24.20	4.376	0.644	NS
Parents care on getting family support	24.67	3.206	23.75	4.049	2.362	S
Parents Economic status	21.28	5.114	21.10	5.394	0.335	NS
Parents occupational problems	23.84	4.877	23.34	4.572	0.988	NS
Parents and society	24.37	3.594	23.89	4.406	1.133	NS
Parents and schools	22.44	4.204	22.25	4.813	0.409	NS
Parents educational support	21.64	4.554	20.46	5.083	2.298	S
Parental care	162.73	20.449	158.98	23.533	1.595	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between male and female differently abled students in their parents care on getting family support and parents educational support. But there is no significant difference between male and female Secondary level differently abled students in their educational level of parents, parents economic status, parents occupational problems, parents and society, parents and schools and parental care.

The male differently abled students are better than female differently abled students in their parents care on getting family support and parent's educational support. This may be due to the fact that parents are the core of family setup. In addition to that being a parent of a differently abled child their responsibility is more. Possessing a natural attraction towards male child when compare to female child, their relation bonding and giving some special grievances to their male child nurturing. Being an educative parent those who are fostering a differently abled child can give them a moral support and cognitive enrichment innately without any doubt.

NULL HYPOTHESIS 2:

There is no significant difference between rural and urban schools disabled students in their parental care.

TABLE - 2
DIFFERENCE BETWEEN RURAL AND URBAN SCHOOLS DISABLED STUDENTS IN THEIR PARENTAL CARE

Parental care and its dimensions	Rural schools (N=114)		Urban schools (N=236)		Calculate d 't' value	Remarks
	Mean	S.D	Mean	S.D		
Educational level of parents	23.93	4.236	25.22	3.386	2.845	S
Parents care on getting family support	24.49	3.903	23.69	3.031	1.912	NS
Parents Economic status	21.29	5.529	20.99	4.610	0.503	NS
Parents occupational problems	23.92	5.056	22.92	3.920	1.864	NS
Parents and society	24.06	4.346	24.32	3.191	0.570	NS
Parents and schools	22.34	4.710	22.37	4.049	0.057	NS
Parents educational support	20.81	5.086	21.63	4.266	1.483	NS
Parental care	160.84	23.564	161.14	18.521	0.012	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between rural and urban schools secondary level differently abled students in their educational level of parents. But there is no significant difference between rural and urban schools secondary level differently abled students in their parents care on getting family support, parents economic status, parents occupational problems, parents and society, parents and schools, parents educational support and parental care.

The urban schools secondary level differently abled students are better than rural schools secondary level differently abled students in their educational level of parents. This may be due to fact that schools are the miniature of a society, child spends a lot of time in school when compare to the time spending in their home and also with their parents too. As a school with special children their outreach and performances are definitely assistive with the educative nature of the parents, so urban schools are done their best.

NULL HYPOTHESIS 3:

There is no significant Difference among SC, ST, BC, MBC and general categories differently abled school students in their parental care

TABLE - 3
DIFFERENCE AMONG SC, ST, BC, MBC AND GENERAL CATEGORIES DIFFERENTLY ABLED SCHOOL STUDENTS IN THEIR PARENTAL CARE

Parental care and its dimensions	Source of Variation	Sum of Squares	df	Mean Square Variance
Educational level of parents	Between group	85.760	4,345	21.440
	Within group	5553.715		16.098
Parents care on getting family support	Between group	71.289		17.822
	Within group	4594.425		13.317
Parents Economic status	Between group	219.76		54.942
	Within group	9373.020		27.168
Parents occupational problems	Between group	36.809		9.202
	Within group	7783.388		22.561
Parents and society	Between group	155.209		38.802
	Within group	5438.93		15.765
Parents and schools	Between group	75.89		18.973
	Within group	6989.583		20.260
Parents educational support	Between group	125.10		31.276
	Within group	8060.657		23.364
Parental care	Between group	975.76		243.942
	Within group	168286.85		487.788

(At 5% level of significance for (4, 345) df, the table value of 'F' is 2.372) It is inferred from the above table that there is no significant difference among SC, ST, BC, MBC and General categories differently abled secondary students in their parental care and its dimensions.

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