



A Study of Children with Special Needs with respect to Socio-Economic Status and Self-Concept in Inclusive Setting

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ABSTRACT

The present study was an attempt to study CWSN with respect to Socio-Economic Status (SES) and Self-Concept in Inclusive setting. The 204 CWSN were selected from upper primary schools/upper primary sections of Government Senior Secondary Schools of district Kangra of Himachal Pradesh through multi stage sampling. Out of these 204 children, 136 were males and 68 were females. Out of 136 males, 94 were rural and 42 were urban males. Results showed that majority of CWSN belonged to low SES and had moderate self-concept. There is no significant difference between boys and girls CWSN with respect to SES and self-concept. Residential background difference was not significant with respect to mean SES scores. However, it was significant in the self-concept of CWSN at 0.05 level. Urban CWSN had significantly higher self-concept than rural CWSN. There was significant positive relation found between SES and Self-Concept of CWSN.

Keywords: Children with Special Needs (CWSN), Socio-Economic Status (SES), Self-Concept.

INTRODUCTION

CWSN means Children with Special Needs meaning thereby that these children have special needs with respect to certain/all aspects of life ranging from household attention to school routine. A family's SES plays an important role in their ward's rearing. Also, SES affects child's personality, his/her adjustment, attitude, self-concept, etc. at home, school and society. Ramey and Ramey (1994) described that families with lower SES lack the financial, social and educational supports that characterise families with high SES. Poor families may have inadequate or limited access to community resources that promote and support children's development. Parents may have inadequate skills for such activities as regarding to and with their children, and they may lack information about childhood immunizations and nutrition.

The self-concept is a complicated process of gathering self-awareness. It consists of mental images an individual has of oneself: physical appearance, health, accomplishments, skills, social talents, roles, intellectual traits and emotional states and more-all make up our self-concept.

Many psychologists ascribe to the self-concept a key role as a factor in the integration of personality, in motivating and achieving mental health.

Concept of integrating CWSN in regular schools was introduced in many countries in 1960s. 1970s have also witnessed new initiatives in the area of Integrated education, with awareness and services for CWSN becoming more accessible. Following International Year of Disabled Persons (1981) people from each corner of the world became aware of the fact that large number of disabled persons resides in developing countries and the countries concerned increased their attention to CWSN.

OBJECTIVES

1. To study the SES of CWSN.
2. To study the self-concept of CWSN.
3. To study the significance of gender differences of CWSN with reference to SES and self-concept.
4. To study the significance of residential background differences with references to SES and self-concept.
5. To study the relationship of SES and self-concept of CWSN.

SAMPLE

The total sample comprised of 204 CWSN. Out of these 136 were males and 68 were females. Out of 136 males, 94 were rural and 42 were urban males. Out of 68 females, 38 were rural and 30 were urban females. Thus sample comprised of 132 rural and 72 urban CWSN. The 204 CWSN were selected from upper primary schools/upper primary sections of Government Senior Secondary schools of district Kangra through cluster sampling from randomly selected government schools.

TOOLS

The SES of rural students was measured by the Socio-Economic Status Scale for rural children developed by Dr. Lokesh Koul. The SES of Urban students was measured by Socio-Economic Status Questionnaire by Jalota, Pandey, Kapoor and Singh. Self-concept of school children was measured by Children's Self-Concept Scale by S.P. Ahluwalia.

PROCEDURE

The data were collected from the CWSN by personally going to the schools by the researcher. First of all, permission was taken by the researcher from the Headmasters/Principals of the school and then with the help of teachers teaching CWSN, she approached the target sample i.e. CWSN. The purpose of data collection was made clear to the CWSN. All instructions were given to the students for giving the required responses or filling the scales. Majority of the CWSN filled the scales by themselves under the supervision of the researcher and the teacher and in a few cases, researcher filled herself the scales or required information. After collection of data, the responses of CWSN are scored and tabulated.

ANALYSIS AND INTERPRETATION

1. SES of CWSN:

The percentages of CWSN having low, average and high SES are given in the table 1.

Table 1
SES of CWSN

	Low	Average	High
No. of CWSN	100	91	13
(%age)	(49.02)	(44.61)	(6.37)

It is evident from the table that 100(49.02%) CWSN belong to low SES, 91(44.61) CWSN belong to average SES and

13(6.37) CWSN belong to high SES. It can be observed that majority of the students belong to low SES and a few of them belong to high SES.

2. Self-Concept of CWSN

The percentages of CWSN for different degrees of self-concept as per their CSCS scores are given in the table 2.

Table 2
Degree of Self-Concept

	Favourable Self-concept	Moderate Self-concept	Unfavourable Self-concept
No. of CWSN (%age)	63 (30.8824)	127 (62.2549)	14 (6.8627)

Table 2 reveals that 127(62.2549%) CWSN had moderate Self-Concept, 63(30.8824%) CWSN had favourable self-concept and 14(6.8627%) CWSN had unfavourable self-concept.

It can be concluded that majority of the CWSN had moderate self-concept.

3. Gender Differences of CWSN with reference to SES

Table 3
Significance of Difference between the Mean SES Scores of Boys CWSN and Girls CWSN (Composite Picture)

Groups	N	Mean (M)	Σ	σM	σdM	t-value
Boys CWSN	136	30.68	9.11	0.78		
Girls CWSN	68	32.5	7.33	0.88	1.183	1.52#

#-Not Significant at 0.05 Level of Significance.

From table 3, it is evident that difference between the mean SES scores of boys CWSN and girls CWSN is not significant at both the levels of significance i.e. 0.01 and 0.05. (t<1.96, 2.58)

4. Gender Differences of CWSN with reference to Self-Concept

Table 4.20
Significance of Difference between the Mean CSCS Scores of Boys CWSN and Girls CWSN

Groups	N	Mean (M)	Σ	σM	σdM	t-value
Boys CWSN	136	55.6	9.53	0.82		
Girls CWSN	68	54.5	9.17	1.1	1.38	0.8#

#-Not Significant at 0.05 Level of Significance.

Table 4 is indicative of the fact that there is no significant difference in the mean CSCS scores of boys CWSN and girls CWSN as t <1.96 and 2.58.

5. Residential Background Differences of CWSN with reference to SES

Table 5
Significance of Difference between the Mean SES Scores of Rural CWSN and Urban CWSN

Groups	N	Mean (M)	Σ	σM	σdM	t-value
Rural CWSN	132	32.09	8.52	0.74		
Urban CWSN	72	29.81	8.95	1.05	1.29	1.77#

#-Not Significant at 0.05 Level of Significance

Table 5 shows that there is no significant difference between the mean SES scores of rural CWSN and urban CWSN (t<1.96 and 2.58) at both the levels i.e. 0.05 and 0.01.

6. Residential Background Differences in the mean CSCS scores of CWSN

Table 6
Significance of Difference between the Mean CSCS Scores of Rural CWSN and Urban CWSN

Groups	N	Mean (M)	Σ	σM	σdM	t-value
Rural CWSN	132	54.21	10.13	0.9		
Urban CWSN	72	54.31	7.18	0.8	1.22	2.54*

*-Significant at 0.05 Level of Significance

Table 6 shows that at 0.05 level of significance, difference in the mean CSCS scores of rural CWSN and urban CWSN are significant. Urban CWSN had significantly higher self-concept than the rural CWSN. However, at 0.01 level, there is no significant difference in the self-concept of rural and urban CWSN.

7. COMPARISON OF SES AND SELF-CONCEPT OF CWSN

Table 7
χ² Table

	H (SC)	M (SC)	L (SC)	Totals
H (SES)	10 (4.0147)	3 (8.0931)	0 (0.8922)	13
M (SES)	38 (28.1029)	46 (56.652)	7 (6.245)	91
L (SES)	15 (30.882)	78 (65.2549)	7 (6.863)	100
Totals	63	127	14	204

$\chi^2 = 29.26039806$

$df = (3-1)(3-1) = 4$

From the χ^2 table, we find that χ^2 is larger than the 0.01 level, p lies above 0.01, it would occur less than once in 100 trials by chance. We reject null hypothesis, and it can be concluded that SES and self-concept of CWSN are related.

Relationship between SES and Self-Concept of CWSN

Table 8 presents the coefficient of correlation for scores of SES and self-concept of CWSN.

Table 8
Coefficient of Correlation between SES and Self-Concept of CWSN

	Self-Concept
SES	0.244**

** Significant at 0.01 level.

It is clear from the table 8 that SES and Self-Concept were significantly positively related with each other as the obtained coefficient of correlation 0.244 was found to be highly significant (P > 0.01). Higher the SES, favourable the self-concept of CWSN and lower the SES, unfavourable the self-concept of CWSN.

CONCLUSIONS

On the basis analysis and interpretation following conclusions may be arrived:

- Majority of CWSN belong to lower SES. Only a few CWSN belong to high SES.
- Majority of CWSN had moderate self-concept.
- Gender differences are not found to be significant with respect to mean SES scores.
- Gender differences are not significant with respect to mean CSCS scores.
- Residential background differences are not significant with respect to SES scores.
- Residential background differences are found to be significant with respect to mean CSCS scores. Urban CWSN have significantly higher self-concept than their rural counterparts at 0.05 level of significance.

EDUCATIONAL IMPLICATIONS

As majority of CWSN belong to low SES, it can be attributed to the disability of CWSN. Demarest, Reisner, Anderson, Humphery, Farquhar, and Stein (1993) reported that the families with high SES often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality care. Also, they have easy access to information regarding to their children's health, as well as social, emotional and cognitive development.

Urban CWSN had significantly higher self-concept than their rural counterparts. This may also be due to the fact that in urban areas CWSN may have more access to the educational facilities at home as well as school which may have played a positive self-concept among urban CWSN and their parents may be more aware regarding the means how they can cope up with the disability of their wards, in the urban areas.

Also, there is found significant positive relation between SES and self-concept. So, to have CWSN with favourable self-concept, SES of the families should be improved. Government should take care of the fact that every citizen of its country should get appropriate work to do to improve their SES. Teachers, parents and peer group members can also play a positive role in developing favourable self-concept in CWSN by having sympathy and empathy for them.

REFERENCES

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