

## **Impact of Socio Familial Well Being of Special School Teachers on Their Attitude towards Differently Abled Students in Kerala**

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**Abstract:** Education is the process of facilitating learning, or the acquisition of knowledge, skill, values, beliefs, and habits. Education is an essential human virtue, a necessity of society, basis of good life and sign of freedom. Education is important for integration of separate entities. Special education is the practice of educating students with special educational needs in a way that addresses their individual differences and need. Due to these special requirements, students need cannot be met within the traditional classroom environment. The Individuals with Disabilities act defines special education as “Specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability”. The umbrella term of special education broadly identifies the academic, physical, and cognitive and social- emotional instruction offered to children who are faced with one or more disabilities.

**Key words:** Socio familial well being of special school teachers Attitude towards differently abled students

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### **I. INTRODUCTION**

Special education is the practice of educating students with special educational needs in a way that addresses their individual differences and need. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedure, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs to achieve a higher level of personal self sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education.

Special education programs designed for those students who are mentally, physically, socially and or emotionally delayed. This aspect of “delay”, broadly categorized as a developmental delay. Signify an aspect of the child’s overall development (physical, cognitive, scholastic skills) which places them behind their peers. Due to these special requirements, students need cannot be met within the traditional classroom environment. Special education programmes and services adapt content, teaching methodology and delivery instruction to meet the appropriate needs of each child.

#### **Variables of the Study**

##### **Independent variable:-**

- Socio familial well being of special school teachers.

##### **Dependent variable:-**

- Special school teacher’s attitude towards special school students.

#### **Objectives of the study**

1. To find out the level of socio familial well being of special school teachers in Kerala.
2. To find out the nature of attitude towards disabled students among special school teachers in Kerala.
3. To find out the relationship between socio familial well being and special school teachers attitude towards disabled students

#### **Hypotheses of the study.**

1. There exists a significant difference in the level of socio familial well being of the special school teachers in Kerala.
2. There exists a significant difference in the nature of attitude of special school teachers towards disabled students.
4. There exists no significant difference in the relationship between socio familial well being and their attitude towards disabled students

**Methods adopted for the study**

The method adopted was normative survey method

**Sample**

Sample selected for the study consists of 200 teachers of special schools from three districts based on stratified random sampling technique giving due representation to Gender-male and female, type of management-aided/government/unaided, locale-rural/urban.

**Tools used for the collection of data**

In the present study the investigator used the following tools:-

- 1 Questionnaire to measure Socio familial well-being of special school teachers
  - 2 Scale of attitude towards differently abled students among special school teachers
- Both tools are constructed and standardized by the researcher

**Statistical Techniques Used**

The statistical techniques going to use in the study are

- o 't' test
- o Pearson's product moment coefficient of correlation

**II. RESULTS AND DISCUSSIONS**

Data and Results of preliminary analysis of total sample

Descriptive statistics	Socio familial well being factor	Teachers attitude towards special school students
Mean	27.09	163.12
Median	27	164
Mode	19	174
Std. Deviation	6.45	18.56
Skewness	.161	-.787
Kurtosis	-.882	1.553

**Discussion**

Table reveals that mean, median, mode for socio familial well being factors were found to be 27.09 , 27, 19 respectively also skweness and kurtosis were found to be .161 and -.882 respectively. The value for kurtosis obtained is

(-.882), which is less than the value of normal curve (0.00) and so the curve is platy kurtic. The curve is positively skewed (.161).

The mean, median, mode for teachers attitude was found to be 163.12 , 164, 174 respectively. Also skweness and kurtosis were found to be (-.787) and 1.553 respectively. The value obtained for kurthosis (1.553). The curve is negatively skewed (-.787).

The data from the whole sample and even subsamples were used to categorize in to three groups such as high, average and low socio familial well being factors. With criteria for high group those who have secured more than Mean+ SD; for low group, those who scored below Mean-SD; and those who scored in between these two in average group was used.

The details of the analysis are given in Table for the whole sample

Number and percentage of teachers in different levels of socio familial well being of the whole sample.

Level	No of Teachers	Percentage (%)
High	31	17.22
Average	110	61.11
Low	39	21.66

**Discussion**

From the Table 10 it is clear that 17.22% of the special school teachers fall in to high level of socio familial well being, 61.11% of teachers have shown average level, 21.66% of teachers falling in to low group. It is found that, for the whole sample of socio familial well being factors of teachers are moderate. 17.22% of teachers from the whole sample were showing moderate level. Thus the result pointed that there exist different levels of socio familial well being of special school teachers in Kerala.

The data from the whole sample and even subsamples were used to categorize in to three groups such as high, average and low attitude level of special school teachers. With criteria for high group those who have secured more than Mean+ SD; for low group, those who scored below Mean-SD; and those who scored in between these two in average group was used.

The details of the analysis are given in Table 11 for the whole sample.

Number and percentage of students in different levels of special school teacher's attitude Factors group for the whole sample.

Level of attitude	No of Teachers	Percentage(%)
High	26	14.44
Average	129	71.66
Low	25	13.88

**Discussion.**

From the Table it is clear that 14.44% of the special school teachers fall in to high level of teacher's attitude , 71.66% of teachers have shown average level, 13.88% of teachers falling in to low group. It is found that, for the whole sample of special school teacher's attitude factors of teachers are moderate. 14.44% of teachers from the whole sample were showing moderate level. Thus the result pointed that there exist different levels of attitude towards differently abled students.

There exists no significant difference in the relationship between socio familial well being and their attitude towards disabled students

Karl Pearson's product Moment Correlation was used to find the strength of relationship between the two variables for the total samples and the relevant subsamples. Further the test of significance of the relationship was tested using the test of significance of r.

Analysis of correlation of total samples (socio familial well being factors and teacher's attitude). The value obtained for the relationship between socio familial well being factors and teacher's attitude and the critical ratio for the total sample and subsamples classified on the basis of gender, locale, and type of management. Details of relationship for the total sample is presented in the Table

Details of Relationship between Socio familial well being Factors and Teacher's attitude for the Total Samples

Samples	n	r	t	Levels of significance
Total sample	180	.028	0.374	0.05

**Discussion**

Table 18 indicates that the total sample, the correlation between attitude and socio familial well being 'r' is .028. The relationship can be verbally interpreted as low or slight relationship. The value of 'r' is positive. The critical ratio obtained for the whole sample is found to be 0.374. This is less than limit set for not significant at 0.05 levels.

**Major Findings**

Major findings of the present investigation are summarised and presented below.

The findings of percentage analysis obtained for socio familial well being factors of special school teachers.

When the level of 17.22% of the special school teachers fall in to high level of socio familial well being factors, 61.11% of teachers have shown average level, 21.66% of teachers falling in to low group. It is found that, for the whole sample of socio familial well being factors of teachers are moderate. 17.22% of teachers from the whole sample were showing moderate level. Thus the result pointed that there exist different levels of socio familial well being factors of special school teachers.

When the level of 14.44% of the special school teachers fall in to high level of teacher's attitude factors, 71.66% of teachers have shown average level, 13.88% of teachers falling in to low group. It is found that, for the whole sample of special school teacher's attitude factors of teachers are moderate. 14.44% of teachers from the whole sample were showing moderate level. Thus the result pointed that there exist different levels in special school teacher's attitude towards disabled students.

**When the extend relationship between attitude and socio familial well being for the whole sample the following result were obtained.**

Correlation coefficient for the attitude and socio familial well being for the total sample is .028. The level of significance value 0.05. The relationship can be verbally interpreted as low or slight relationship. This shows that there exists no significant relationship between socio familial well being factors and teacher's attitude for the total sample.

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