



A STUDY ON THE ATTITUDE OF NON-DISABLED PERSONS TOWARDS DISABLED PERSONS

Asfaw Gelaw Nefa

Dean

College of Education and Behavioral Sciences

Bule Hora University-Ethiopia

asfawgelaw12@gmail.com

Dr Pechetty SVR Babu

Associate Professor

College of Education and Behavioral Sciences

Bule Hora University-Ethiopia

Mobile:+251984576538

drbabu1975@gmail.com

Shiferaw Terore Berisso

PG Coordinator

College of Education and Behavioral Sciences

Bule Hora University-Ethiopia

shifetirore2012@gmail.com

Dr Mandala ChandrashekharGoud

Associate Professor

MNR Rural PG College of Education

Fasalwadi, Sangareddy, TS-India

Mobile: 8888988133

man_chandu@yahoo.com

ABSTRACT

The present study focused on the attitude of nondisabled persons towards disabled persons. The findings of this study will have implication value in designing curriculum. The type of the present research work is 'Applied Research' and uses the 'Survey Method' of research. 'Simple Random Sampling Method' adopted for sampling. The researchers developed a questionnaire for collecting the data, which consisting of twenty five statements and standardized. The study found that there is a difference in extent of attitude towards disabled among non-disabled attitudes of male and female, rural and urban, postgraduates and undergraduates non-disabled students towards disabled. Postgraduates, urban, female were found to show more positive attitude than undergraduates, rural and male. The study recommends that, enhance positive attitude towards disabled persons by enriching the curriculum in this aspect.

Keywords: attitude, disabled persons, nondisabled persons.

Introduction: Special Education comprises all the features of Education which are applied to Exceptional children-gifted, mental, physical, and disadvantaged. Special Education resources particularly designed instruction which meets the Special Education and related needs of exceptional children. It is distinguished from regular Education Programmed meant for non-exceptional children by some unusual quality. Something uncommon, noteworthy. It is something special – special materials, special training techniques, special equipment and special help and/or special facilities

may be required for special categories children having special needs.

Background of the Study: In the field of special education three terms are impairment, Disability and Handicap are very often used interchangeably. Thus, we can across expressions like hearing-impairment, hearing-disability and hearing– handicap to refer to hearing loss. These terms actually mean different things. An impairment is a permanent or transitory psychological or anatomical loss and for abnormality. This may be from birth, or acquired later.

Impairment leads cause functional limitations. Functional limitation refers to partial or total inability to perform persons activities necessary for mental, sensory or motor functions within the manner and range of which a person being is normally capable such as interests, listening, speaking, reading, writing, seeing, learning, walking, lifting and loading in and making contact with surroundings. Limitations may be progressive or regressive.

Impairment leads to disability. Disability is defined as an existing difficulty in performing one or more activities, which are generally accepted as essential components of daily living. Due to impairment there is functional ability. For example, due to the hole in the eardrum, the child is unable to hear normally.

Just as impairment leads to disability, disability handicaps the individual. Handicap means a restriction imposed/ acquired by the child's disability, which affects the efficiency of his/her day today life activities.

Statement of the problem: The researchers stated the problem as “A study on the attitude of non-disabled persons towards disabled persons”.

Variables of study: The Gender (Boys and Girls), rural and urban personal data have been selected variables. In this section the researches make an attempt to justify the

Operational definitions of variables:

Gender: Boys and Girls

The sex is a biological factor. It is considered one of the most important characteristics of population and other related issues. Numerous studies have revealed that sex groups different many respects. These two sex groups are likely to different respect of their knowledge and practices on Environment protection also. Hence it was selected has one of the variables

Location: rural and urban

The rural and urban residences are important variables. Number of studies have revealed that people residing in there two areas differ widely in respect of many issues like living conditions work habits etc., The parents of urban children are more educated than those of rural children. It was therefore, assumed the rural, urban residences children is likely to affect their knowledge and practice levels. Hence the location was also selected another variable.

Significance of the Study: Now-a-days gradually importance of the education of the disabled increased in our country. Two decades ago, special schools are established for the mild, and moderate

disabled persons and severe and profound disabled persons are referred to custodial institutions.

Inclusive/Integrated education system has been emerged in the place of special education for the purpose of providing least restrictive environment to the mild, and moderate disabled persons. In this educational system disabled children receive education along with non-disabled children in the regular classroom which having special provisions for disabled.

In this regard knowledge of attitude of non-disabled towards disabled is very essential to the classroom teachers.

Objectives of the study:

- 1) To compare the attitude of postgraduates and undergraduates towards disabled.
 - a) To compare the attitude of male postgraduates and female postgraduates towards disabled.
 - b) To compare the attitude of urban postgraduates and rural post graduates towards disabled.
 - c) To compare the attitude of male undergraduates and female undergraduates towards disabled.
 - d) To compare the attitude of urban undergraduates and rural undergraduates towards disabled.
- 2) To compare the attitude of male and female students towards disabled.
 - a) To compare the attitude of urban male students and rural male students towards disabled.
 - b) To compare the attitude of urban female students and rural female students towards disabled.
- 3) To compare the attitude of urban students and rural students towards disabled.
 - a) To compare the attitude of urban male postgraduate students and rural male postgraduate students towards disabled.
 - b) To compare the attitude of urban female postgraduate students and rural female postgraduate students towards disabled.
 - c) To compare the attitude of urban male undergraduate students and rural male undergraduate students towards disabled.
 - d) To compare the attitude of urban female undergraduate students and rural female undergraduate students towards disabled.

Hypothesis of the study:

- (1). There will be no difference in the attitude of postgraduates and undergraduates towards disabled.
 - a). The female postgraduates have more positive attitude towards disabled than the male postgraduates.
 - b). There will be no difference in the attitude of urban postgraduates and rural postgraduates towards disabled.
 - c). The female undergraduates have more positive attitude towards disabled than the male undergraduates.
 - d). There will be no difference in the attitude of urban undergraduates and rural undergraduates towards disabled.
- (2). The female students have more positive attitude towards disabled than the male postgraduates.
 - a). There will be no difference in the attitude of urban male students and rural male students towards disabled.
 - b). There will be no difference in the attitude of urban female students and rural female students towards disabled.
- (3). There will be no difference in the attitude of urban students and rural students towards disabled.
 - a). There will be no difference in the attitude of urban male postgraduates and rural male postgraduates towards disabled.
 - b). There will be no difference in the attitude of urban female postgraduates and rural female postgraduates towards disabled.
 - c). There will be no difference in the attitude of urban male undergraduates and rural male undergraduates towards disabled.
 - d). There will be no difference in the attitude of urban female undergraduates and rural female undergraduates towards disabled.

Scope of the Study: The scope of special education is to provide several types of services ranging from pre-school to vocational placement through special provision in a regular classroom to home based and

institutional care. The types of provision required depends primarily on the extent to which the student differences from the “average”.

Development of the tool: The attitude scale has developed by researchers to be used as a tool for this study. The tool is standardized by the researchers. The purpose of tool is analyzing attitude of the sample.

The tool contains two sections. Section ‘A’ deals with personal details of related to respondent’s gender, geographical and educational background. Section ‘B’ contains attitudes of the respondents. Besides these clear instructions were also given to respondents to fill up the attitude scale as desired by the researchers.

The section ‘B’ of this attitude scale contains three points with 25 statements. The statements are both positive and negative, which are randomly arranged related to attitude. The respondents were instructed to choose their option on each of the statements in the form of very often; sometimes; never as per their opinion.

Sampling Procedure:

Population: The population of this study includes the postgraduates and undergraduates belonging to rural and urban habitation.

Sample: The sample size taken for this study consists of 250 people studying in various institutions taken by Simple Random Sampling Method from rural and urban areas. In this sample 125 are postgraduates and 125 are undergraduates. Gender wise 125 students are male and 125 students are females.

Scoring: 2, 1, 0. marks are given for the positive attitude, moderate and negative attitude respectively. The maximum score is 50. Minimum score is 0. On the basis of obtained scores, the respondents are categorized as follows. More score indicates more positive attitude.

Statistical Techniques: The data analyzed by with the help of Mean, Standard deviation, T-Test and analysis of variance.

Testing of Hypothesis:

- 1) There will no difference in the attitude of postgraduates and undergraduates towards disabled.

Hypothesis is retained.

- a) The female postgraduates have more positive attitude towards disabled than the male postgraduates.

Hypothesis is retained.

- b) There will be no difference in the attitude of urban postgraduates and rural postgraduates towards disabled.

Hypothesis is rejected.

c) The female undergraduates have more positive attitude towards disabled than the male undergraduates.

Hypothesis is retained.

d) There will be no difference in the attitude of urban undergraduates and rural undergraduates towards disabled.

Hypothesis is rejected.

2) The female students have more positive attitude towards disabled than the male students.

Hypothesis is retained.

a) There will be no difference in the attitude of urban male students and rural male students towards disabled.

Hypothesis is rejected.

b) There will be no difference in the attitude of urban female students and rural female students towards disabled.

Hypothesis is rejected.

3) There will be no difference in the attitude of urban students and rural students towards disabled.

Hypothesis is rejected.

a) There will be no difference in the attitude of urban male postgraduates and rural male postgraduates towards disabled.

Hypothesis is rejected.

b) There will be no difference in the attitude of urban female postgraduates and rural female postgraduates towards disabled.

Hypothesis is rejected.

c) There will be no difference in the attitude of urban male undergraduates and rural male undergraduates towards disabled.

Hypothesis is rejected.

d) There will be no difference in the attitude of urban female undergraduates and rural female undergraduates towards disabled.

Hypothesis is rejected.

Findings of the study:

- 1) It is found that the undergraduates have more positive attitude towards disabled than postgraduates.
- 2) It is found that the female postgraduates have more positive attitude towards disabled than male postgraduates.
- 3) It is found that the rural postgraduates have more positive attitude towards disabled than urban postgraduates.
- 4) It is found that the female undergraduates have more

positive attitude towards disabled than male undergraduates.

- 5) It is found that the rural undergraduates have more positive attitude towards disabled than urban undergraduates.
- 6) It is found that the female students have more positive attitude towards disabled than male students.
- 7) It is found that the male students have more positive attitude towards disabled than urban male students.
- 8) It is found that the rural female students have more positive attitude towards disabled than urban female students.
- 9) It is found that the rural students have more positive attitude towards disabled than urban students.
- 10) It is found that the rural male postgraduates have more positive attitude towards disabled than urban male postgraduates.
- 11) It is found that the rural female postgraduates have more positive attitude towards disabled than urban female postgraduates.
- 12) It is found that the rural male undergraduates have more positive attitude towards disabled than urban male undergraduates.
- 13) It is found that the rural female undergraduates have more positive attitude towards disabled than urban female undergraduates.
- 14) It is found that non-disabled students have positive attitude towards disabled students.
- 15) It is found that there is a difference in extent of attitude towards disabled among non-disabled postgraduates and undergraduates. Postgraduates were found to show more positive attitude than undergraduates.
- 16) It is found that there is a difference in extent of attitude towards disabled among non-disabled rural and urban students. Rural students were found to show more

- positive attitude than urban students.
- 17) It is found that there is a difference in extent of attitude towards disabled among non-disabled male students and female students. Female students were found to show more positive attitude than male students.
 - 18) Male postgraduates were found to show less positive attitude than female postgraduates.
 - 19) Postgraduates belongs to rural habitation were found to show more positive attitude than postgraduates belong to urban habitation.
 - 20) Female undergraduates were found to have more positive attitude than male undergraduates.
 - 21) Urban graduates belong to rural habitation were found to show more positive attitude than undergraduates belong to urban habitation.

Recommendations: Based on the interactions of the findings of the present research and the elaborate methodology followed by the researchers, the researchers recommend that,

1. Expand inclusive education, which is the most influential factor in making positive attitude towards disabled persons.
2. The curriculum should give importance in preparing positive attitude of nondisabled persons towards disabled persons.
3. Curriculum should be given equal importance to each and every one.
4. Nondisabled students have to improve positive attitude towards disabled persons.
5. Curriculum should be recommended to remove the lacuna in attitude of urban and rural, male and female nondisabled persons towards disabled persons.

Suggestions for further research: Many dimensions of the problem remained for uncovered research. Hence, the present studies point out many desirable avenues for conducting further research. They are:

- 1) A study with the similar objectives may be taken up with a large sample covering the different parts of the state.
- 2) The study can be taken up with primary, secondary and intermediate students.
- 3) The study can be taken up with different variables i.e. age, socioeconomic 'back ground, profession of the parents etc.
- 4) The study can be taken up with those students who are having disabled person as one of his/her family member.
- 5) The study can be taken up with teachers who are working in special schools and normal schools.

Conclusion: The study concludes that, undergraduates, female postgraduates, rural postgraduates, female undergraduates, rural undergraduates have more positive attitude towards disabled than postgraduates. The study recommends that, inclusive education is most influential in preparing positive attitude towards disable persons. Students have to improve positive attitude towards disabled persons. It is also recommended to remove differences in attitude of urban and rural, male and female nondisabled persons towards disabled persons.

References:

- Aggarwal, Y.P. (2004). *Statistical Methods: Concepts, Application and Computation*. New Delhi: Sterling Publishers Private Limited.
- Department of Social Work, Training and Orientation Centre, Andhra University. (1989). *National Service Scheme*. Vishakhapatnam: Author.
- Dr. K.C. Panda. (2015). *Educational of Exceptional Children*. Kalyani Publishers. New Delhi.
- Dr. R.A. Sharma. (2017). *Fundamentals of Special Education*. Surya Publication, Near Govt. Inter College, Meerut.
- Goud, M C. (2016). *A study on the need of counselor at college level for career guidance and to prevent ragging*. Ph.D Thesis, Swami Ramanand Teerth Marathwada University, Nanded. Retrived from *Shodhganga*: <http://hdl.handle.net/10603/192054>
- Hans. G. (1988). A study on the impact of National Service Scheme introduced in the western parts of the country. in Buch, M.B. (Ed), *Fifth Survey of Educational Research*. New Delhi: NCERT

Hans. S. and Prasad, Narayan, (1988). National Service Scheme volunteers as educators. Independent Study Bombay, Tata Institute of Social Science, Fifth Survey of Educational Research. Bombay.

K. Narender. (2010). *Opinion of Elementary level students towards the organization of nation Programme for Education of Girls at Elementary level in their schools in Warangal District-A study*. Unpublished dissertation, Kakatiya University, Warangal.

Kundu, C.L., & Tutoo, D.N. (1998). *Educational Psychology*. New Delhi: Sterling Publishers & Distributors.

Lokesh, Kaul. (2000). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Ltd.

Mandala, C. (2018). A study on the interests of early adolescents. *Research Guru*, 12(1), 408-412. Retrieved from <http://www.researchguru.net/volume/Volume%2012/Issue%201/RG41.pdf>

Subharwar, Nirmala. (2000). Innovative practices and their Educational implication. *Experiments in Educations*. XXVIII(4).