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AWARENESS OF CLASSROOM TEACHERS TOWARD THE SPECIAL CHILDREN

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Abstract:-The present study aimed to investigate the awareness of classroom teachers towards special children. The sample of the present study constitute the private as well as government college and school teachers. The sample was 49 in number and was selected by random sampling procedure. The sample was collected with the help of a questionnaire containing 22 statements. Data analysis was done with the help of percentage. It was found that college teachers and also the private teachers showed better results, male teachers were unaware about the government provisions made for adult special children, aid provided to them, special training required for educating blind children. Overall result showed that college teachers scored higher than other teachers where as school teachers are in great need of it.

Keywords: Special Children , Classroom Teachers , intelligence, achievement.

INTRODUCTION-

Each and every individual has different level of intelligence, aptitude, abilities, adjustment ability and interests which defines his personality, reflects individual differences individual differences. Each and every individual is unique in himself having special characteristics which determine his unique adjustment. But there are some individuals although unique but possess some qualities which makes them special or exceptional. These qualities and differences needed to be attended properly otherwise leads to problem in their achievement. These qualities uniqueness helps in grouping them into exceptional children. The term 'typical' or 'exceptional' is applied to a trait or a person possessing trait up to the extent of deviation from normal possession of the trait is so great that because of it ,the individual demands special attention. The term exceptional refers to those children who deviate from the normal children in physical, mental, emotional or social characteristics to such a degree that they require special social and educational services to develop to their maximum capacity. Every special child has his special need. He needs security, love and attention of being related to a group. He always struggles for fulfilling his basic needs but whenever he feels the barrier in fulfilling his needs, he becomes emotionally unstable which leads to his maladjustment in his peer group and society and slowly and gradually becomes a problematic child. The problem arose when he feels that he is unable to cope up with the normal situation which other children find easy. He has to work hard even for the easy task which other children does in minutes. He feels exhausted to learn and write even the simple things. All the problems are revealed through their achievement in school progress report. Just like the mother in home, teacher is playing his role in the school in helping out the child to face new challenges and progress towards their goal. So, it becomes the duty of every teacher to see the problems faced by such extreme end children with different problems. Such a problem gives worst results when the teacher is unaware about such a class of special children and their special needs.

RATIONALE

In the modern times, teaching profession is becoming more challenging. A teacher has to perform multiple function of an educator, of a guide, of a philosopher, of a counsellor and so on. During the teaching process he/she has to plan his lesson, supporting teaching aids, assignments , test schedule , take exams and also evaluate, locate appropriate material, equipment or specialists, identify and overcome the barrier to learning. Teachers are the one who are the helping hand of the child in their mental, social, physical and in the all round development. But it is possible only when the teacher knows the basic concept of

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special education, special children and of course their special needs. Those teachers are most successful who realize that all students are special, that they have both strengths and weaknesses and that their individuality is to be evaluated. The normal school teachers are so busy in their hectic schedule to plan for the normal children curriculum that they do not get time to bother about such a class of special children. An effort is being made to look into the matter and to see the awareness of general classroom teachers toward the special children in schools.

STATEMENT OF THE PROBLEM

The problem has been stated as-“Awareness of Classroom Teachers Towards the Special Children”

OBJECTIVES

- 1) To compare the awareness level of govt. and private teachers towards special children.
- 2) To compare the awareness level of college and school teachers towards special children.

METHODOLOGY

Sample: Sample for the present research paper comprised of classroom teachers of different schools and colleges which are 56 in number. The sample is randomly selected to be the part of the present study i. e ; their awareness towards the special children with the help of a questionnaire comprised of 22 statements related to the diagnosis of special children, their characteristics, problems, provisions made by the government for special children, reservation made for them in government sector.

Data analysis: Data for the objective no 1 was analyzed with the help of percentage.

S.No.	STATEMENT	TOTAL (%)	PRIVATE (%)	GOVT. (%)
1	Meaning of gifted child	43 76%	36 83%	07 100%
2	Meaning of Of Backward child	20 35%	18 90%	02 10%
3	Responsibility of teacher when a handicapped child is standing in the bus	51 91%	36 70%	5 71%
4	Type of teacher for a gifted child	50 89%	43 87%	07 100%
5	Arrangement for a delinquent child	49 87%	46 93%	03 42%
6	Identification of gifted child	35 62%	28 57%	07 100%
7	If a child tell a lie	53 94%	46 93%	07 100%
8	Meaning of creative child	50 89%	45 91%	05 71%
9	Meaning of learning disabled	36 64%	33 67%	03 42%
10	Low vision child in the class	42 75%	25 51%	04 57%
11	Education of backward child	09 16%	07 14%	02 28%
12	Identification of special child	37 66%	32 65%	05 71%
13	Right of 18 years of special child	22 39%	19 38%	03 42%
14	Provision for special schools from government	22 39%	19 38%	03 42%
15	Main characteristics of gifted child	40 71%	36 92%	04 57%
16	Reservation of job for special people	42 75%	39 79%	03 42%
17	If a child stole in the class	45 80%	38 77%	07 100%
18	If a child creates nuisance in the class	25 44%	23 46%	02 28%
19	Teacher of blind child	22 39%	20 40%	02 28%
20	Meaning of delinquent child	47 83%	28 57%	05 71%
21	If a blind child lost his way	41 73%	28 57%	03 42%
22	Type of education given to special child	24 42%	22 44%	02 28%

Data for the objective no 2 was analyzed with the help of percentage

S.No.	STATEMENT	TOTAL (%)	SCHOOL (%)	COLLEGE (%)
1	Meaning of gifted child	43 76%	35 100%	17 80%
2	Meaning of Of Backward child	20 35%	11 31%	08 38%
3	Responsibility of teacher when a handicapped child is standing in the bus	51 91%	30 85%	21 100%
4	Type of teacher for a gifted child	50 89%	30 85%	20 95%
5	Arrangement for a delinquent child	49 87%	35 100%	14 66%
6	Identification of gifted child	35 62%	16 45%	19 90%
7	If a child tell a lie	53 94%	32 91%	21 100%
8	Meaning of creative child	50 89%	31 88%	19 90%
9	Meaning of learning disabled	36 64%	23 65%	13 61%
10	Low vision child in the class	42 75%	25 71%	17 88%
11	Education of backward child	09 16%	03 08%	06 28%
12	Identification of special child	37 66%	27 77%	10 47%
13	Right of 18 years of special child	22 39%	13 37%	09 42%
14	Provision for special schools from government	22 39%	12 34%	10 47%
15	Main characteristics of gifted child	40 71%	26 74%	14 66%
16	Reservation of job for special people	42 75%	27 77%	15 71%
17	If a child stole in the class	45 80%	26 74%	19 90%
18	If a child creates nuisance in the class	25 44%	15 42%	10 47%
19	Teacher of blind child	22 39%	09 25%	13 61%
20	Meaning of delinquent child	47 83%	29 82%	18 85%
21	If a blind child lost his way	41 73%	27 77%	14 66%
22	Type of education given to special child	24 42%	19 54%	05 23%

STATEMENT WISE DATA ANALYSIS

STATEMENT NO 1

It is seen from the table that out of 56 teachers, 76% were aware about the meaning of gifted children, 100% school teachers, 80% college teachers, 83% from private institutes and 100% from government institutes.

STATEMENT NO 2

It is seen from the above data that out of 56 teachers, 35% were aware about the meaning of backward children, out of which 31% were school teachers, 38% college teachers, 90% were private and 10% were from govt. Institute. From the above table it is also observed that the data collected from all categories is below average.

STATEMENT NO 3

It is seen from the above data that out of 56, 91% were aware about their responsibility towards the handicapped children. Among 56 teachers, 85% from school, 100% were from college, 70% from private institutes, 71% govt. From the above data it is also seen that those teachers who are teaching in colleges are 100% aware about their duties.

STATEMENT NO 4

It is seen from the above data that out of 56, 89% were aware about the characteristic of the teacher of a gifted child. Among 56 teachers, 85% school teachers, 95% college, 87% private, 100% govt. From the above data it is seen that those college teachers who are teaching in government institute understand better than others.

STATEMENT NO 5

It is seen from the above data that out of 56, 87% teachers were aware about delinquent child out of which, 100% school teachers, 66% college teachers 93% private, 42% government, It is also seen that private school going teachers understand better the delinquent children.

STATEMENT NO 6

For the above statement it is observed that only 62% were aware about the identifying techniques of gifted children. It is also seen that out of the total percentage, 45% school teachers, 90% college teachers, 57% private, 100% government, It is also seen that government college teachers were having excellent understanding about identification techniques of gifted children.

STATEMENT NO 7

For the above statement it is observed that 94% were aware about the condition when a child is telling a lie, out of them, 91% school teachers, 100% college teachers, 93% private, 100% government. Again it is seen all the categories of the sample has better understanding about the condition when a child is telling a lie.

STATEMENT NO 8

It is seen from the above mentioned data that 89% were knowing the meaning of creative child, out of which, 88% were school teachers, 90% were college teachers, 91% private, 71% government. It is to mention here that those teachers who were teaching in private colleges knew more than others.

STATEMENT NO 9

For the above statement it is found that 64% were aware about learning disabled, whereas only 65% school teachers, 61% college teachers, 67% were from private institutes, 42% were government teachers. It can be said from the result that learning disability is not fully known to all the categories of teachers.

STATEMENT NO 10

It is seen from the above data that 75% teachers were aware about the vision impairment problem, out of which, 71% school teachers, 88% college, 51% from private institutes, 57% government. Again it is seen that postgraduate college teachers has better understanding.

STATEMENT NO 11

From the above data it is seen that only 16% were aware about the education of backward child, out of which 8% school teachers, 28% college teachers, 14% private, 28% government. It is also observed that college and government teachers have better understanding than school teachers.

STATEMENT NO 12

From the above mentioned data it is found that 66% teachers were having the knowledge of identifying age of special child, out of which 77% school, 47% college teachers, 65% private teachers, 71% government. It is also seen that only average number of teachers are having the understanding of identification age of special child.

STATEMENT NO 13

From the above mentioned data, it is found that only 39% were aware about the right of child above 18 years of age. Out of which, 37% school teachers, 42% college, 38% private, 42% government. It is also seen that below 50% were aware about the rights of special child above 18 years of age.

STATEMENT NO 14

From the above mentioned data, it is found that only 39% were aware about the aid provided to schools by the government. Out of which, 34% school teachers, 47% college teachers, 38% private, 42% government. It is also seen that all the categories has less awareness about the aid provided by the government to the schools.

STATEMENT NO 15

From the above data it is seen that 71% were aware about the characteristics of gifted children. Out of which, 74% school teachers, 66% college teachers, 92% private, 57% government. It is also observed that private teachers has better understanding about the characteristics of gifted children.

STATEMENT NO 16

From the above data it is seen that 75% were aware about the reservation of special persons in jobs. Out of which, 77% school teachers, 71% college teachers, 79% private, 42% government. It is also seen that those who are postgraduate, teaching in private institutes knows better about the reservation for special persons in jobs.

STATEMENT NO 17

From the above data it is seen that 80% aware about the truant nature of children. Out of which 74% school teachers, 90% college, 77% private, 100% government. It is observed that college teachers and government employees are with better understanding.

STATEMENT NO 18

From the above data it is seen that only 44% were aware about the handling of the situation in which a gifted child cause nuisance in the classroom. Out of which, 42% school teachers, 47% college teachers, 46% were from private, 28% government. It is also seen that all categories of teachers has average understanding.

STATEMENT NO 19

From the above data, it is seen that only 39% were aware about the training of teacher of blind children. Out of which, 25% school teachers, 61% college teachers, 40% private, 28% government. It is also seen that above 60% of college teachers knows better.

STATEMENT NO 20

From the above data it is seen that 83% of teachers knows the meaning of delinquent children. Out of which, 82% school teachers, 85% college teachers, 57% private, 71% government.

STATEMENT NO 21

From the above data it is seen that 73% will help the child who lost his way. Out of which, 77% school teachers, 66% college teachers, 57% private, 42% government

STATEMENT NO 22

From the above data it is seen that 42% were aware about the education of special children. Out of which, 55% school teachers, 23% college teachers, 44% private, 28% government teachers. It is also seen that only trained teachers has better understanding of the type of education a special child needs.

FINDINGS:

- 1.It is found that college teachers perform better than school teachers in terms of their awareness towards the special children.
- 2.It is found that teachers of private institutes perform better than teachers of government institutes in terms of their awareness towards the special children.
- 3.It is found that most of the categories of teachers were unaware about backward children and their education policies.
- 4.It is also found that teachers were unaware about the government provisions made for adult special children, aid provided to special schools by the government.
- 5.It is also found that teachers of every category were unaware about the special training of teachers for blind children and the kind of schools for them.
- 6.In overall we have seen that college teachers scored higher than other categories of teachers.
- 7.It is also found that most of the teachers were unable to score higher in situation whenever they have to deal with different categories of special children.

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