

# Social Problems of Orthopedically Impaired Students in Inclusive Schools: An Evaluative Study

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**Abstract – The purpose of this study is to investigate social problems of orthopedically impaired students in inclusive schools. The sample comprised of one hundred and ten orthopedically impaired students from different inclusive schools of Odisha. An opinionnaire on social problem was used to collect the data. The study is a descriptive survey type of research. The results show that girls and rural areas students had more social problem than their counterparts.**

**Keywords: Social Problems, Orthopedically Impaired, Inclusive Schools**

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## INTRODUCTION

Present day man has attained the status of e-civilization. The world scenario is changing rapidly. If we keep ourselves stuck to social conventions and tradition, we can't march ahead with other nation. Our progress will remain stagnant and our vision of development India will remain unfulfilled. So far as the progress of the nation is concerned, the active participation of all its citizens in the developmental pattern of a nation is essential. Participation of all section of the society is there for warranted for leading the nation ahead. Hence even the disadvantaged section of the society should participate and contribute their share in building a developed India. But it is a common observation that these disadvantaged groups, bearing a few exceptions, fail to make any significant participation and worthwhile contribution in the developmental process in terms of educational growth as well as in other important indicators of vibrant economic example power generation, extent use of update technology in the field of education, small industry, sectors, communication sector, infrastructure development, awareness recording, burning problems of the nation etc. It is with these views that the present investigation has been planned to be undertaken.

The children with special needs require special technique and sport services in their education regardless of the school setting in which they are placed (Annalaug, 2004). The objectives of good educational program for the students are the all-round development. Example, physically, mental, social, emotional and language development. The

disabled are socially disadvantage, economically deprived and are psychologically alienated too. They may not have proper stimulating educational environment to realize their inherent abilities and aptitudes. Moreover they are born and brought up in different social setup and their abilities may be latent and we need to nourish and develop the same. In this regard the policy planner and the educational experts need to be well versed with the psychological principles basically with respect to cognitive and non-cognitive abilities of disabled students so as to find out the etiology of their deficits in developmental areas and chalk out remedial measures to bring them into the mainstream of the society. So the present study is undertaken to find out the social problem of orthopedically impaired student.

A first step towards the design and implementation of a successful mainstreaming program requires a careful examination of two key issues. First, what are children's attitudes towards disability, and second, what are the critical elements involved in facilitating attitude change? This study examines the current research literature on Social Problem of orthopaedically Impaired Students. The review culminates in a synthesis of the key themes and issues involved and provides a foundation for further study.

For the above mentioned reasons, the investigator is interested to study the Social problems of orthopaedically impaired Students. Moreover very few studies have been conducted. So this topic is taken for investigation.

**Social problems of students with disabilities**

The orthopedically impaired students face problems as they attempt to adjust the demands of living in social environment like inclusive set up (Parua, 2008). Their problems are not only those caused by their disability but also that of adjustment in schools (Sharma, 2012). They face psychological, educational, employment and social problems. Among these, the most difficult is the adjustment to the hostile social forces in the society (Sharma, 1981), disabled person suffers with the erroneous beliefs, which dry up their day-to-day way of life. It automatically generates a social resistance to accepting means of treating or ameliorating disability (Nirmala, 1977). The above literature gives an account of the problems experienced by the orthopedically impaired students in the inclusive schools.

**METHODOLOGY**

The study was based on descriptive survey research. In this study a Attitude Scale towards ICT (ASTI) developed by investigator to assess the attitude of students. The scale consisted 32 items bearing bearing 16 favourable and 16 unfavourable items. The reliability of the test was developed by split half method. It was found to be 0.83 by the Person Product Moment correlation method. The validity of the scale was determined by the self-rating by subject on a graphic continuum of a scale. It was found to be 0.72. The sample of the study comprise 160 inservice teachers teaching at primary level of high school level school of Odisha.

**Table-4.2**

**Significance of difference between boys and girls orthopedically impaired students on social problems**

Variable	Groups	N	Mean	SD	SED	t-ratio	Level of significance
Social Problems	Boys	39	65.93	4.5	1.11	0.33	Not Significant
	Girls	61	66.05	5.0			

It is shown from the table 4.1 that the mean scores of boys and girls student with orthopedically impairment on the social problem are 65.93 and 66.05 with SD's 4.56 and 4.32 respectively. The t-ratio comes out to be 0.33, which is not significant at any level of significance. That means there is no significant differences between boys and girls orthopedically impaired students on social problems. However the mean score of girls orthopedically impaired is higher than the boys students. It implies that the girl's students have more social problems than the boys students. Thus, the hypothesis (H1-1)

that 'there exists no significant difference between boys and girls orthopedically impaired students on social problem' is retained.

**Table-4.2**

**Significance of difference between high and low academically achieved orthopedically impaired students on social problems**

Variable	Groups	N	Mean	SD	SED	t-ratio	Level of significance
Social Problems	High A.	32	63.45	4.5	1.11	1.77	Not Significant
	Low A.	41	65.42	5.0			

It is shown from the table 4.2 the mean score of low and high academically achieved students with orthopedically impairment on the social problem are 63.45 and 65.42 with SD's 4.25 and 5.0 respectively. The t-ratio came out to be 1.52, which is not significant at any level of significance. That means there is no significant difference between high and low academically achieved orthopedically impaired students on social problem. However the mean score of low academically achieved orthopedically impaired is higher than the high academically students. It implies that low academically achieved students have more social problems than their counterparts. Thus, the hypothesis (H1-2) 'there exists no significant differences between high and low academically achieved orthopedically impaired students on social problems' is retained.

**Table-4.3**

**Significance of difference between urban and rural orthopedically impaired students on social problems**

Variable	Groups	N	Mean	SD	SED	t-ratio
Social Problems	Urban	40	64.68	5.39	1.33	1.43
	Rural	60	67.28	4.98		

It is shown from the table 4.3 that the mean scores of rural and urban students with orthopedically impairment on the social problem are 64.68 and 67.28 with SD's 5.39 and 4.98 respectively. The t-ratio comes out to be 1.43, which is not significant and any level of significant. That means there is no significant difference between rural and urban students with orthopedically impairment on social problem. However, the mean scores of rural orthopedic impaired students is higher than the urban students. It implies that the rural students

have more social problem than the rural students. Thus the hypothesis (H1-3) 'there exists no significant difference between rural and urban orthopedically impaired students on social problem' is retained.

## DISCUSSION AND CONCLUSION

In order to effectively implementation of inclusive education, there is a need to adjust people's frame of mind. All stakeholders need to be informed about the benefits of education. There should be elimination of stereotypes and misconceptions that they have about inclusion. Workshops and seminars should be organized for the people so that they can be motivated to send their wards, their known to these schools for degrade the social problem among orthopedically impaired students. Also a lot of resources must be allocated to the schools for promoting social skills as well for removing the traditional beliefs among orthopedically impaired students.

The findings of the present study indicate that female orthopedically impaired students had more social problems than their female counterparts. So implication for the present study is that in order to increase social skills there is need to organize different seminar & conferences regularly.

Further, finding reveals that high academically achieved orthopedically impaired students had less social problem than the low academically impaired students, so more training programme and social activities should be organized to enhance social skills among the students for better academic achievement.

So, teachers should be prepared and should always be at their best for enhancing social skills among orthopedically impaired students. Teacher training colleges should also makes teachers better role models because they get to understand various types of students and how to deal with them. Eventually, they can teach their students these values too. Teachers also get a chance to interact with students to solve their social problems. By doing so, they gain a better understanding of the teaching process in general. Teachers are also exposed to various situations in the classroom since special needs children always require different needs. Consequently teachers will need to think outside the box. They also need to engage in extra work in order to make them better equipped for this challenge. This will add to value as teachers and they will be more professional and in turn will allow both types of students in same classroom.

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