

To Study the Effect of an Intervention Programme on the Opinion of Secondary School Teachers about Disability

Dr. Sangeeta Yadav* and Sunil Kumar**

*Principal Drona College of Education, Ravi Nagar, Gurgaon

** Asstt. Prof. Drona College of Education, Ravi Nagar, Gurgaon

Abstract- The present study aims to find out the effect of an intervention program on the opinion of secondary school teachers about disability and various disabling conditions of Bhiwani district of Haryana. The study employed pre-test, post-test field experimental design. The data was collected using an opinionnaire. The result revealed a significant positive change in the opinion of senior secondary school teachers after they were exposed to the intervention programme. It clearly indicates a need to provide awareness and information among society about various disabling conditions and the capabilities and potentialities of the disabled to develop positive opinion about the person with disability which is necessary for their inclusion in the society.

Index Terms- Intervention Programme, Awareness, Disability

I. INTRODUCTION

All human beings are endowed with potentialities of one kind or the other, the disabled are no exception. History is replete with examples of many such persons. Asthavakra, severely orthopedically disabled seer, the embodiment of vedic knowledge; Surdas, the famous devotional poet, being totally blind; President Roosevelt, orthopedically handicapped; Stephen Hawking, the world famous scientist confined to wheel chair; Hellen Keller, the deaf-blind who is an inspiration to the disabled all over the world and many more are the shining examples of the potentialities of disabled persons.

It can aptly be said that disabled are differently able. The disabled also walk but with crutches or in wheel chair. The blind also read and write but in Braille. The deaf too speak but the language of signs. But the society places the disabled in a subordinate status and has different opinions about them which range from negative (undesirable) to positive (desirable). The concept and perception of disability is not properly understood by the society even in this century and specially in the society of a developing country like India where majority of the population still lives in villages. People perceive person with disability as being different from the non-disabled person's. Prevailing opinions and attitudes tend to derogate the capabilities of disabled persons. Such opinions are found among family members, employers, community members and disable persons themselves. These opinions and attitudes are responsible for the adjustment, emotional stability and rehabilitation of this population. According to Kanan (2000) "the biggest barrier to the rehabilitation of persons with disability is the social barriers". It

is different for most ordinary people to interact on a footing of friendly behavior and equality with people having disability.

Media have great impact upon people. Mass media and visual aids can be used to bring awareness as public tends to absorb the message put forth on the screen and register the idea in their mind for a longer period. Although stray and adhoc efforts have been made from time to time in utilizing public media yet before utilizing these resources it is of greater importance to evaluate the effectiveness of these resources in creating awareness molding and changing the undesirable opinions and reinforcing positive attitude among the families parents and society as a whole.

Despite the researches carried out on the subject and the efforts undertaken by the government and other non-government organizations in creating awareness, providing right and adequate information to persons with disability, parents, families, society and the professionals about various schemes, technologies, availability of services etc., the situation is far from satisfactory. Therefore, the present investigation has been planned to be undertaken.

II. OBJECTIVE

1. To study the opinion of senior secondary school teachers about disability (physical disability, mental retardation and sensory impairments)
2. To design an intervention program to enhance the opinion of senior secondary school teachers about disability.
3. To implement the intervention program i.e. providing awareness and information to senior secondary school teachers about disability.
4. To study the impact of the intervention programme on the opinion of senior secondary school teachers about disability.

Hypothesis:

Teachers do not hold balanced and positive opinions towards persons with disability.

Design:

The present study employed pre test – post test field experimental design. It involves teachers of senior secondary schools of classes XI and XII, the design has used their operational stages i.e. pre-test, treatment and post-test,

Sample:

The sample for the study consisted of 48 senior secondary school teachers chosen through stratified random sampling technique from Bhiwani District of Haryana state (India).

Tools Used:

An opinionnaire was constructed by the researcher herself to study the opinion of teachers about disability.

III. PROCEDURE OF THE STUDY

The design comprises of three operational stages i.e. pre-testing and post-testing. After the subjects filled the opinionnaire for the first time an intervention program of 15 days, one hour per day was given to them. The intervention program involves interactive approach, lecture, showing video cassettes and playing audio cassettes which are developed by N.C.E.R.T Delhi. Lecture by experts, disseminating booklets and leaflets developed by the investigator and expert talks by DRC teachers followed by discussion regarding necessary information about disabled and various disabling conditions. After the intervention programme a gap of 30 days was given and then the post-test was administered. The same opinionnaire was given to the subjects so that the difference could be observed.

Statistical techniques used:

Chi-square(x²) test for equality was applied to test the significance of opinions expressed by the respondents.

IV. RESULTS AND DISCUSSION

Results of the present study reveal that the intervention programme has been found to have a significant positive effect to change the opinion of senior secondary school teachers about disability in various aspects i.e. misconceptions about the disabled, education and training of the disabled, facilities provided to the disabled and miscellaneous items. .

V. OPINION OF THE TEACHERS BEFORE THE INTERVENTION PROGRAMME

It can be observed from Table -1 that around 50 percent of the teachers disagree to the statements – disability is a curse, disabled individuals deserve pity, the disabled are burden on family and society, children with disabilities should not be allowed to study in school with non-disabled children, the abilities of the disabled persons cannot be realized even with special training and disabled workers are mostly shirkers and unreliable. Teachers are not unanimous about the opinion that marriage can cure persons with mental deficits. Nearly 50 percent of the respondents are undecided about this statement. inferiority in the disabled persons is the outcome of behavior of family and society. They also show their consensus for the importance of separate counting of the disabled in censuses. Nearly 70 percent of the respondents are of the view that disabled children should be allowed to mix up and play with non-disabled children and parental support and involvement is important in the rehabilitation of the disabled. They also opined that the feeling of

**Table -1
CALCULATION OF CHI SQUARE (X²) WITH REGARD TO
THE OPINION OF TEACHERS IN PRE-TEST
REGARDING DISABILITIES (N =48)**

Statements	Agree	Disagree	Undecided	X ²	Level of significance
1 Disability is a curse.	10	22	16	4.5	Not sig.
2 Disabled individuals deserve pity.	10	23	15	5.37	Not sig.
3 The disabled are burden on family and society.	11	23	14	4.57	Not sig.
4 Disabled persons can never work/function like non-disabled.	10	20	18	6.37	Not sig.
5 Disabled individuals can never obtain high positions.	7	18	23	8.37	Not sig.
6 All the disabled children are deficient in intelligence.	9	20	19	4.63	Not sig.

7	Marriage can cure persons with mental deficits.	16	10	22	4.50	Not sig.
8	Children with disabilities should not be allowed to study in school with non-disabled children.	16	25	7	10.1	.01
9	The abilities of the disabled persons cannot be realized ever with special training.	8	28	12	14	.01
10	It is wastage of time and money to educate children with disabilities.	22	15	11	3.8	Not sig.
11	It is wastage of time and money to give vocational training to the disabled persons.	12	23	13	4.63	Not sig.
12	Disabled workers are mostly shirkers and unreliable.	10	15	23	5.38	Not sig.
13	There is no need of special training for the parents of the disabled	6	26	16	12.5	.01
14	It is in just to provide financial help to the disabled by the government.	8	2	18	6.5	.05
15	It is unfair to give reservation to the disabled in government jobs.	7	29	12	16.6	.01
16	It is not proper to give relaxation in the age to the disabled in government jobs.	12	16	20	2	Not sig.
17	Disabled children should not be allowed to mix up and play with non-disabled children.	10	28	10	13.5	.01
18	There is no need of parental support and involvement in rehabilitation of the disabled.	11	23	14	4.88	Not sig.
19	The feeling of inferiority in disabled persons is not the outcome of the behavior of family and society.	12	25	11	7.63	.05
20	There is no need for separate counting of the disabled in the census.	10	23	15	5.37	Not sig.

Table -2

**CALCULATION OF CHI SQUARE (X²) WITH REGARD TO THE
 OPINION OF TEACHERS IN POST-TEST
 REGARDING DISABILITIES (N =48)**

Statements	Agree	Disagree	Undecided	X²	Level of significance
1 Disability is a curse.	6	33	9	27.4	.01
2 Disabled individuals deserve pity.	12	30	6	19.5	.01
3 The disabled are burden on family and society.	12	28	8	14	.01
4 Disabled persons can never work/function like non-disabled.	7	37	4	41.6	.01
5 Disabled individuals can never obtain high positions.	14	29	5	18.4	.01
6 All the disabled children are deficient in intelligence.	7	25	16	10.1	.01
7 Marriage can cure persons with mental deficits.	6	38	4	45.5	.01
8 Children with disabilities should not be allowed to study in school with non-disabled children.	17	20	3	11.6	.01
9 The abilities of the disabled persons cannot be realized ever with special training.	6	36	6	37.5	.01
10 It is wastage of time and money to educate children with disabilities.	46	22	10	4.5	Not sig.
11 It is wastage of time and money to give vocational training to the disabled persons.	18	23	7	8.3	.05
12 Disabled workers are mostly shirkers and unreliable.	10	27	11	11.4	.01
13 There is no need of special training for the parents of the disabled	11	22	15	3.8	Not sig.
14 It is unjust to provide financial help to the disabled by the government.	5	41	2	58.9	.01

15	It is unfair to give reservation to the disabled in government jobs.	3	36	4	38	.01
16	It is not proper to give relaxation in the age to the disabled in government jobs.	3	40	5	54.1	.01
17	Disabled children should not be allowed to mix up and play with non-disabled children.	8	34	6	30.5	.01
18	There is no need of parental support and involvement in rehabilitation of the disabled.	4	38	6	45.5	.01
19	The feeling of inferiority in disabled persons is not the outcome of the behavior of family and society.	4	36	8	38	.01
20	There is no need for separate counting of the disabled in the census.	6	35	7	33.9	.01

It can be deserved from table-2 that the chi-square values in majority of the items are found to be significant at 0.01 level of significance after the treatment. It indicates that the difference in 'agree', 'disagree' and 'undecided' responses is not by chance, it reveals that there is positive change in the opinion of the teachers after they were exposed to the intervention program. Table-2 shows that higher majority of the teachers are of the opinion that disability is not a curse, they do not deserve pity and they are not burden on family and society. Majority of the respondents show their censuses that disabled can attain higher positions and the respondents also opined that all the disabled children are not deficient in intelligence. A higher majority of the respondents are of the opinion that marriage cannot cure persons with mental retardation. The opinion of teachers is divided on the items that it is wastage of time and money to educate children with disabilities and there is no need of special training for the parents of the disabled. Higher majority of the respondents opined that disabled persons are not shirkers and unreliable. It can be interpreted to mean through findings of the present study that the intervention programme is found to be effective in changing the opinions of secondary school teachers in positive direction towards disabled.

REFERENCES

[1] **Best. J.W. and Kahn. J.V.** (1986) Research in Education. Prentice Hall of India pvt. Lt. N. Delhi.

[2] **Bhakar. R.K.** (1999) Effect of some intervention strategies on the Language development of learning disabled children. Doctoral thesis. Kurukshetra University, Kurukshetra.

[3] **Gajendragadkar, S.N.** (1993). Disabled in India. Somaiya Publications Pvt. Ltd.

[4] **Hallahan, D.P. and Kauffman, J.M.** (1986). Exceptional children- Introduction to special education. Prentice Hall, N.J.

[5] **Kamath, R. and Johalat, C.** (1992). Teacher's attitudes towards the physically disabled children and integrated education. Disabilities and impairments, 6(1&2).

[6] **Madhavan, J. etal.** (1990). Mental retardation awareness in the community. Indian Journal of Disability and rehabilitation.

[7] **Peshawaria, R. etal.** (1999). Perception of parents and professionals toward marriage of mentally retarded individuals. Disability and impairments, 13(1-2).

[8] **Rao, A.P. and Usha, M.N.** (1995) Helping the Disabled. Ashish Publishing House, N. Delhi.

[9] **Reynolds, C.R. and Liestermann.** Encyclopedia of special education, Vol. I, Wiley- Interscience Publication.

[10] **William E. Davis.** (1986) Resource Guide to Special Education. Allyn and Bacon, Inc. Massachusetts.

AUTHORS

First Author – Dr. Sangeeta Yadav, Principal Drona College of Education, Ravi Nagar, Gurgaon

Second Author – Sunil Kumar, Asstt. Prof. Drona College of Education, Ravi Nagar, Gurgaon