

UTILIZATION OF INSTRUCTIONAL FACILITIES IN HIGHER SECONDARY SCHOOLS FOR SPECIAL NEEDS STUDENTS

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ABSTRACT

The study aimed to find out the utilization of instructional materials for the partial application of general education in normal high schools. The target population was high school hearing-impaired and orthopedically impaired special needs students. Tamilnadu in India. The sample size was 643 and was sampled through purposive sampling techniques. Descriptive statistics of means, standard deviation, t-test, and ANOVA is using the analyzing the statistics data. Outcomes exposed that there remained insufficient instructional materials for high school. Inclusive education and additional resources remain allotted aimed at acquiring instructional materials for students with special needs.

Keywords : Utilization, Instructional facilities, Students with special needs.

Introduction

School facilities had been located as an effective impact on measurable teaching systems. The consequence of education and knowledge of the provision of acceptable teaching and learning resources on behalf of education cannot be over-emphasized. If the statement that "teaching is inseparable from learning but learning is not separable from teaching". The education container follows complete one's communication through one's surroundings. It contains educational technology books, audio-visual, software, and hardware, such as glowing as the size of the schoolroom, Sitting role and arrangement, availability of tables, chairs, chalk, and boards, besides cabinets on which gadgets for functional are arranged. The goal of learning for disabled or non-disabled students is to prepare them for a joyful learning process, and a creative, and useful community life. Teaching takes now develops the accuracy of each learner, whether normal or students with special needs. Therefore, it is significant that every student in that specific time individual receives an education that is receptive. To achieve this aim, the teaching of all students, including students with special needs, is important. The essential is provided with a prime provision in inclusive schools. A student with special needs this all the more to supplement their different talents.

Importance of the study

Teaching is playing a significant role in emerging the learners' understanding, interest then innovation in the learner's life. Everything learners stay receiving and teaching

without struggle except for the inclusive learners. Because inclusive learners meet many problems in our society, especially in the education field. Inclusion is approximately caring for all learners in the general classroom. Here remain mixed conducts to lever it approximating co-teaching, Technology rooms, and isolated classrooms with mainstreaming, and isolated facilities. Therefore Administrational ranges for instructional resources to special needs students. But then these accommodations are to aspect problems. The total of teaching and learning resources provided at higher levels nevertheless do not influence the schools. Consequently, this study mainly motivated disabled students to find out the utilization of teaching and learning resources

Review of literature

Farswan, D.S. (2023), analyzed the different problems in B.Ed. special education. Results showed that lack of trained teachers in special education and lack of text materials for children with various special needs are the most problems faced by trainee teachers. Shehri, W., and et.al. (2022), analyzed the acceptance of assistive

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techniques by Saudi students with visual disabilities. The study reported that the technologies such as screen readers, braille technologies, optical character recognition, and electronic dictionaries, are used very often by visual disabilities students.

Objectives of the study

1. To find out the utilization of instructional resources for students with special needs in higher secondary schools.
2. To find out the significant difference in utilization of instructional resources for students with special needs in higher secondary schools with respect to their following demographic variables such as Gender (Boys/Girls), Class (X/XI/XII), Medium of Study (Tamil/English), Type of School(Boys/Girls/Co-Education), Management of School (Government/Aided/Private), Educational Districts (Namakkal/ Salem/ Dharmapuri/ Krishanagiri), Disabled Types (Hearing Impaired/Orthopedically Impaired)

Hypotheses of the Study

1. The level of utilization of instructional resources for students with special needs in higher secondary schools is low.
2. There is no significant difference in the utilization of instructional resources for students with special needs in higher secondary schools with respect to their following demographic variables as Gender (Boys/ Girls), Class (X/XI/XII), Medium of Study (Tamil/ English), Type of School (Boys/Girls/Co-Education), Management of School (Government/Aided/Private), Educational Districts (Namakkal/ Salem/ Dharmapuri/ Krishanagiri), Disabled Types (Hearing Impaired/ Orthopedically Impaired).

Materials and Methods

Research Design

The researcher takes assumed the descriptive survey method for the study. The target population was 643 special needs students. The population of the present study involves special needs students in higher secondary school levels of Xth, XIth, and XII th standard in Salem, Namakkal, Dharmapuri, and Krishnagiri Districts of Tamil Nadu in

India, and the investigator has adopted the purposive sampling technique. In the present study, the sample consists of 643 (Boys-333 and Girls-310) higher secondary school students who are studying Xth, XIth, and XII th standard students with special needs of Salem and Namakkal, Dharmapuri and Krishnagiri Districts of Tamil Nadu, India. Therefore researcher used sampling for this study using purposive sampling techniques. The research study consists of 56 Government, Aided, and Private schools) higher secondary school students who are studying Xth, XI th, and XIIth standard with students with special needs of Salem and Namakkal, Dharmapuri, and Krishnagiri Districts of Tamil Nadu, India, and collected after data collection and the structures and semi-structured questionnaire were used the collected data. Reliability refers to the consistency or stability of a set of test scores. By using the split-half method to determine the inside constancy, the test items were split into odd and even-numbered items. The reliability was found that the ‘r’ values are instructional resources for students with special needs (0.82). After the standardization process, the final form of the tool was made up of 25 instructional resources for students with special needs. The questionnaires were constructed under the guidance of an expert in language. Clarity relevance and comprehensiveness to content. it is valid by the use of his expert opinion. The achieved records were analyzed by the researcher using the appropriate statistical techniques. Descriptive Analysis - (Mean and Standard Deviation) and Differential Analysis - (‘t’ test and ‘F’ test).

Results and discussion-

Table 1
Utilization t-test of Gender of Response

Utilization of instructional facilities	Variables	N	Mean	SD	df	‘t’ value	‘p’ value	
Hearing impaired students	Gender	Boys	177	67.58	16.63	344	1.16	0.24*
		Girls	169	65.53	16.17			
	Medium of the Study	Tamil	287	66.56	16.03	344	0.03	0.96*
		English	59	66.66	18.34			
Orthopedically impaired students	Gender	Boys	156	66.56	16.21	295	1.53	0.12*
		Girls	141	63.68	16			
	Medium of the Study	Tamil	253	65.28	16.14	295	0.21	0.83*
		English	44	64.7	16.56			

It is concluded from the table (1) the 'p-value of high school special needs hearing impaired students the utilization of instructional resources gender (0.24), medium of study (0.96) and high school special needs orthopedically impaired students the utilization of instructional facilities gender (0.12), medium of the study (0.83) variables are greater than 0.05. The calculated 't' value of high school special needs hearing impaired students the utilization of instructional facilities gender (1.16), medium of the study (0.03) and high school special needs orthopedically impaired students the utilization of instructional facilities gender (1.53), medium of the study (0.21) variables are less than table value 1.98 at 0.05 level of significance. Therefore, it is determined that there is no significant difference in high school special needs hearing and orthopedically impaired students' utilization of instructional facilities with respect to their gender, or medium of the study. Hence the null hypothesis is accepted at a 5% level of significance.

It is concluded from the table (2) the 'p' value of high school special needs hearing impaired students the utilization of instructional facilities class (0.80), type of school (0.75), management of school (0.98), and educational districts (0.59) and high school special needs orthopedically impaired students the utilization of instructional facilities class (0.06), type of school (0.88), management of school (0.98) and educational districts (0.92) variables are less than 0.05. The calculated 'F' value of high school special needs hearing impaired students in the utilization of instructional facilities class (3.28), type of school (3.13), management of a school (3.57), and high school special needs orthopedically impaired students in the utilization of instructional facilities class (2.81), type of school (0.12), management of a school (0.01) and educational districts (0.27) variables are greater than table value 2.99 at 0.05 % level of significance. Consequently, it is concluded that there is no significant difference in high school special needs hearing (class, type of school, management of the school and educational districts) and orthopedically (class, type of school, management of the school and educational districts) impaired student's utilization of instructional facilities. Hence the null hypothesis is accepted at a 5% level of significance.

Table 2
Utilization ANOVA of instructional facilities of special needs students

Utilization of instructional facilities	Variables	df (2,343)		Mean Square	'F' value	'p' value
		Source of Variation	Sum of Squares			
Hearing impaired students	Class	Between	116.5	58.25		
		Within	92923.88	270.91	0.21	0.80*
	Type of School	Between	150.11	75.05		
		Within	92890.27	270.81	0.27	0.75*
	Management of School	Between	10.43	5.216		
		Within	93029.96	271.22	0.01	0.98*
Educational Districts	Between	996.3	199.26			
	Within	92044.09	270.71	0.73	0.59*	
Orthopedically impaired students	Class	Between	1456.46	728.23		
		Within	76064.81	258.72	2.81	0.06*
	Type of School	Between	67.53	33.76	0.12	0.880*
		Within	77453.74	263.44		
	Management of School	Between	8.63	4.31	0.01	0.98*
		Within	77512.64	263.64		
Educational Districts	Between	365.89	73.17	0.27	0.92*	
	Within	77155.38	265.13			

Conclusion

Education for everybody is a human right. Everything must be available for children to freely acquire. Students with special needs are calling for an end to segregation. Separating pupils for their education is not justified. Together, students have advantages and benefits for all. First of all, inclusive schools help deliver an inclusive education for children with special needs, teachers, and parents. Teachers can also receive professional development from it. The crucial duty is to alter the mindset and expectations of parents and educators regarding inclusive schools. Facilities for people with special needs have a growing role in fostering an atmosphere that is conducive to their development. The most significant features of the school environment are the teaching resources, the structure, the classrooms, the playgrounds, and the libraries. Private schools strive to raise the caliber of their institutions because they have financial incentives to do so. Given to self-finance schools have better instructional facilities than government

schools, the quality of government schools needs to be drastically improved. The principal chairs the management council at the school level. According to the report, additional funding should be set aside for purchasing instructional resources for disabled students in order to ensure that inclusive education is applied effectively.

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easier. Policymakers and boards of education need to act keeping this idea for improvement in goal achievement. The present study is expressing views based on CBSE schools’ data. More studies are needed from different contexts to conclude properly on the implementation aspects in a holistic manner.

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Discussion and Conclusion

According to the guidelines of the CBSE Board schools are implementing the Life Skills Education Programmes. Opinions expressed by administrators show that time management of these programmes is a serious issue. Without affecting the academic interests of the students if schools are able to integrate these programmes into the curriculum then the achievement of goals would be