

Parental Support and Achievement Motivation: Reflection on Differently Abled Students

Paper Submission: 15/07/2020, Date of Acceptance: 29/07/2020, Date of Publication: 30/07/2020



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Abstract

Differently abled students do not need pity and sympathy but instead they need proper guidance and opportunities. There should be flexibility in curriculum to adjust differently abled students in inclusive classrooms. The material and human resources in schools should be developed according to the need of the student e.g. providing ramp special classroom so that students can move freely without any restriction. Teachers is the only person who works in the actual classroom situation and adopt the inclusive education principles. Parental Support and Responsibility act (2008) stated that "Parent", in relation to a child, means a person who has the responsibility for the long term care, welfare and development of the children. The present paper is a discussion from the M.Phil research work.

Keywords: Achievement Motivation, Parental Support, Differently Abled Students.

Introduction

Education is a powerful tool for the empowerment of differently abled students. In the present era across the world, education of differently abled students is a major concern. Variety of individual talent exists in the students. Every student differs from the other student with respect to their talent, ideology and competency. Recognising the qualities of these students and giving them opportunity to enrich their potential is the prior responsibility of education system. The world education system is giving full attention towards the education of each student by providing different facilities to make education accessible for each and every student. Considering the different ability of the student's different provisions are provided to the students including health care treatment. Every individual work with his/her ability of doing some assigned work. Social attitude towards the differently abled students on global level is quite similar that they consider every differently abled student as disabled and do not want that they become the part normal school teaching. The fear if we include these students in the normal schools it will make hindrance in learning of their children. But if we change our attitude then we realise that every child is the part of society and school is also a miniature of society. So if we exclude some students on the basis of their abilities it will make the school incomplete. Education is the right of every child accepting the abilities of the students. Every individual learns with his/her own pace of learning.

The National Curriculum framework on school education (NCF-2005) recommends making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non-cognitive. The CABE committee report on the Universalisation of secondary education (June, 2005) recommends that the guiding principle of universal access, equality and social justice, Relevance and development and structural and curricular considerations. The National Action plan for inclusion in education of children and youth with disabilities (IECYD) developed by the MHRD (November-2005) emphasizes the inclusion of children and young person with disability in all general education settings from early childhood to higher education.

Aims of the Study

Education makes a person self-dependent mature and responsible. Global education is aimed at providing education to all children without making any differences. Education is the right of every child which emphasise on quality education, acceptability, accessibility and

adaptability. Government of India introduced a scheme of integrated education for the differently abled students. NCF (2000), recommended inclusive schools for all students to provide quality education. Education apart from a fundamental right is a basic need of the student to become a constructive part of society. Exclusion of differently abled students from main stream schooling is not favourable for both general and differently abled students. Inclusive education based on giving importance to the need of all learners. Inclusion allows the parents, community, teachers, administrators and policy makers to be comfortable with differences and face it as challenge rather than a problem. Only parents can help out the child to come out of their inner difficulties. Parent's appreciation, involvement in studies and other daily routine activities motivates the child to learn and achieve their desired goals. Considering all these findings of the researches the present study is an attempt to seek the knowledge regarding parental support and achievement motivation among differently abled secondary school students.

Statement of The Problem

The social attitude towards differently abled students becomes a barrier in the achievement of the differently abled students. A number of researches have been conducted on the topic of different abilities. Considering these researches as a source the present research has tried to unfold the relationship between parental support and achievement motivation among differently abled secondary school students. Thus, the title of the present study is "Parental Support and Achievement Motivation: Reflection on Differently Abled Students".

Parental support

In the present study parental support is defined as a key dimension of parenting behaviour towards the child such as acceptance, giving physical affection, encouraging and expecting achievement from student that indicates that he or she has ability to do excellence in every field.

Achievement Motivation

In the present study achievement motivation is defined as academic motivational need of differently abled students, attitude of differently abled students towards education, and their aspiration for future goal attainment and individual effort to attain those goals.

Differently Abled Students

in the present study differently abled students used as a substitute for physically and mentally handicap students.

Objectives of The Study

Following were the objectives of present study:

1. To study the achievement motivation of differently abled secondary school students.
2. To study the relationship between parental support and achievement motivation of differently abled secondary school students.
3. To compare the achievement motivation of differently abled secondary school male and female students.

Hypothesis of The Study

For the present study following hypotheses are laid down as under:

1. There will be no significant relationship between parental support and achievement motivation of differently abled secondary school students.
2. There will be no significant comparison in achievement motivation of differently abled secondary school students in relation to gender.
3. There will be no comparison in achievement motivation of differently abled secondary school students in relation to locality.

Delimitations of The Study

The study was limited in terms of the following areas of the investigation

1. The study was delimited to the special schools only.
2. The study was delimited to Jammu district only.
3. The study was delimited to secondary school students only.
4. The study was delimited to govt. schools students.

Review of Literature

Several studies have been reviewed for the present research. Mostly studies are carried out through light on parental support for adolescent children, some studies give the result of achievement motivation among graduate students and a significant number of researches have been conducted on disability and inclusive education. A very few numbers of researches are conducted in the area of differently abled child in relation with parental support and achievement motivation. Most of the Indian studies considered the problem faced by parents in the upbringing of differently abled students. Research conducted in the field of achievement motivation of students in were emphasised on achievement motivation and self-esteem of the students. But researcher becomes unable to find even a single research that dealt with achievement motivation among differently abled students. Attitude of Special Educators towards Electronic Learning (Sharma, S & Das, A.K. 2019), Inclusion Practices of School Management Committees (SMCs) In Secondary School for Students with Learning Difficulties (Sharma, S & Sarkar, B. 2019), Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person: An Empirical Study (Sharma, S & Das, A.K. 2017), Effect of Spiritual Attitude of Parents of Mentally Challenged Children (Sharma, S & Das, A.K. 2017), Accessible technological devices for people with disabilities: Divyangjan (Sharma, S & Kumar, S. 2017), Use of CAI in Special Education: An Approach Towards children With Mental Retardation (Sharma, S & Kumar, S. 2016), Children with Special Needs and their Educational Aspirations (Sharma, S & Dilbag. 2015) are the various references which describes in one or another way. Hence the researcher tried to overcome the gap between previous researches and the present research that focused on the parental support and achievement motivation of differently abled secondary school students.

Variables

Variable is an element of an object of study. It can vary according to time and situation. Following variables have been studied in the present study:

Dependent Variable

Differently Abled Students.

Independent Variable

Parental Support and Achievement Motivation.

Demographic Variables

Gender and Locality

Sample of the Study

In the present investigation secondary school students studying in special schools of Jammu district constitute the population of the study. It has been not possible for the researcher to work on entire population. Thus the selection of sample that represents the whole population helps in the

Table 1: Coefficient of Correlation between Parental Support and Achievement Motivation of Differently Abled Secondary School Students

Variables	N	df	R	Significance
Parental Support	70	68	0.635057	Significant
Achievement Motivation				

*Significant at 0.01 level

**significant at 0.05 level

Table 1 revealed that the value of coefficient of correlation computed between parental support and achievement motivation using Pearson's Product Moment Method for coefficient of correlation among differently abled secondary school students is + 0.635057 which is positively significant for 68 degree of freedom at 0.01 level of significance. This means that there is significant positive relationship between parental support and achievement motivation among differently abled secondary school students. It can thus, be said that the variables parental support and achievement motivation are related to each other i.e. if parental support is high than there will be high level

Table 2: Achievement Motivation among Male and Female Differently Abled Secondary School Students

S.No.	Achievement Motivation	N	M	σ	σ_{DM}	t- ratio	Level of Significance
1.	Female	36	130.83	12.61	3.11	2.03	SIGNIFICANT
2.	Male	34	120.5	13.35			

*Significant at 0.01 level

**Significant at 0.05 level

Table No.2 indicates that, the mean score of achievement motivation of female is 130.83 with standard deviation 12.61. The mean score of males is 120.5 with standard deviation 13.35. The t- value comes out to be 2.03 which significant at 0.05 level of significance. So, it can be concluded that there is a significant difference in the achievement motivation between male and female differently abled secondary school students. Thus, hypothesis stating that there will be no significant difference in the achievement

investigation of results of the research problem. The investigator has applied random sampling technique for the selection of sample for the present study. The sample of the present study has been drawn from the special secondary schools in Jammu district. The researcher has taken permission of head of the institution telephonically and data was collected through online mode by creating Google forms. Data was also collected telephonically. The total number of sample was 70 selected from special schools of Jammu district.

Objective 1

To study the achievement motivation of differently abled secondary school students.

Hypothesis-1

There will be no significant relationship between parental support and achievement motivation of differently abled secondary school students.

of achievement motivation among differently abled secondary school students. Thus the hypothesis there will be no significant relationship between parental support and achievement motivation of differently abled secondary school students, is rejected.

Objective 2

To study the relationship between parental support and achievement motivation of differently abled secondary school students.

Hypothesis 2

There will be no significant comparison in achievement motivation of differently abled students in relation to gender.

motivation of differently abled students in relation to gender, is rejected.

Objective 3

To compare the achievement motivation of differently abled secondary school male and female students.

Hypothesis: 3

There will be no comparison in achievement motivation of differently abled secondary school students in relation to locality.

Table 3: Achievement Motivation among Rural and Urban Differently Abled Secondary School Students

S.NO.	Achievement Motivation	N	M	σ	σ DM	t-ratio	Level of significance
1.	Rural	35	124.69	13.99	3.34	0.3241	Not Significant
2.	Urban	35	126.4	13.99			

*Significant at 0.05 level

**significant at 0.01 level

Table 3 indicates that the mean score of achievement motivation of differently abled secondary students from rural locality is 124.69 with standard deviation 13.99. The mean score of achievement motivation of differently abled secondary school from urban locality is 126.4 with standard deviation 13.99. The calculated t-value is 0.32 which is not significant at 0.05, level of significance. So, it can be calculated that there is no significant difference in the achievement motivation of rural and urban secondary school students being differently abled. Thus hypothesis stating there will be no comparison in achievement motivation of differently abled secondary school students in relation to locality, is accepted.

Findings of The Study

Findings related to the relationship between parental support and achievement motivation among Differently abled secondary school students secondary school students.

1. It was found in the study that there is a significant relationship between parental support and achievement motivation of differently abled secondary school students.
2. Findings related to difference in achievement motivation among differently abled secondary school students on the basis of gender.
3. The study revealed that there is a significant comparison in achievement motivation of differently abled secondary school girls and differently abled secondary school boys.
4. Findings related to the comparison in achievement motivation of differently abled students on the basis of locality.
5. It was inferred from the study that there is no significant comparison in achievement motivation of differently abled rural and differently abled urban secondary school students.

This chapter has given the detailed description of the research work done by the researcher to find the result of the related problem he has taken for the study. This chapter included findings of the research problem, educational implications for the educationalist, planners and administrators' teachers and for those entire people who are directly or indirectly related to the process of education. This chapter also contain limitations and suggestions for further research based on the difficulties faced by the researcher during the research work. And above all this research helps in the development of differently abled students.

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