

Analysis of Factors Affecting Life Goals and Opportunities of Students with or without Disabilities: A Comparative study

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Abstract : This paper offers a picture of disability based on census 2011, India. As per Census 2011 India, We examine the impact of demographic factors on attitudes towards students with disabilities versus non-disabled students in government and private Technical and non-technical educational institutions in India. Andrew Fisher's formula is used to determine the sample size for our investigation. Hypothesis testing has been done by using a t-test and chi-square test for comparison between the variables. Descriptive statistics are used to represent the graphical representation of the data set. This study will be helpful to know the mind-set of disabled v/s no- disabled students. At the end of the study, results were discussed with the help of graphs and tables by using Statistical Package for the Social Sciences (SPSS) and Microsoft excel.

Keywords: Disability, Behaviour, Demographic data, Educational level.

1. Introduction

According to the report of the World Health Organisation (WHO), “an evolving concept”, but also stresses that “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and

effective participation in society on an equal basis with others (Melillo et al., 2019). As per the given statement disability means impairments, lack of activity or restricted participation is used for disabled persons. Disabilities is caused due to physical and mental impairment leads to a significantly restriction in their day-to-day life activities and lots of struggles to manage routine work. It is also observed by several researches conducted in this area that due to the disability, concerned person undergoes various patterns of discrimination in society related to employment or other social events. Disabled people in modern society face a lot of challenges and discrimination, not only in terms of finding decent jobs, but also in terms of receiving proper support from society and their parents. The disabled person is always prejudiced on the basis of their requirement/s and they have always had a limited access into the workforce. In Indian scenario, the term disability is a blessed term (Divyang), defining the different kinds of problems faced by disabled students. People with disabilities are vulnerable due to the numerous obstacles including mental, physical, and financial constraints. They face, including mental, physical, and financial constraints. Various studies have been conducted from time to time to focus and analyse the social and individual conditions of the special child (disabled persons).

India's Disabled Population, according to the 2011 Census (updated in 2016) – In India, 2.68 million people are disabled, accounting for 2.21 percent of the total population of 121 million. Males make up 56 percent (1.5 million) of the disabled population, while

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females make up 44 percent (1.18 million). Males and females make up 51 percent and 49 percent of the total population, respectively. The majority of the disabled people (69%) lived in rural areas (1.86 Cr disabled persons in rural areas and

0.81 Cr in urban areas). Similarly, 69 percent of the overall population hails from rural areas, with the remaining 31 percent residing in metropolitan areas. In cities, 67 percent of all disabled people are literate, compared to 49 percent in rural areas. In urban regions, 20% have matric/secondary level education but are not graduates, and 10% have a graduate degree or above, whereas, in rural areas, the statistics are 10% and 2%, respectively. In metropolitan regions, 15% of disabled people who are literate are graduates, whereas only 5% of disabled people living in rural areas are graduates (Saikia et al., 2016). Disability in Indian scenario – The Prime Minister of India (Mr. Narendra Modi, 28 Dec., 2015) suggested that the term 'divyang' (divine body) instead of 'viklang' be used for persons with disability (Pm et al., 2015). Disability is mental torture, whether it is inherited or acquired later in life. With the passage of time, disabled person compromises with his situation and tries to move forward in harmony with the society both mentally and physically. Often it has been observed and accepted thought that if one or two limbs of a Person become neurotic, then his other organs start working more actively; and illness occurs quite infrequently in the remaining organs. Just as a born blind person is never deaf, his teeth do not fall out. One who is deaf and dumb never gets cataracts; and his teeth remain strong for life, he does not have to wear glasses and other diseases also come less. The one who is lame with a pair, his hands remain strong; his voice remains clear. (Kothari et al., 2020) And it seems that his other parts have become something special. That may be the reason the Prime Minister given the term 'Divyang' which means 'divine body'. People, who are handicapped by birth, need some cooperation from the government or society and it is also their right. Some studies recommended that the education of such people should be initiated in a special school with the same disabled people; it doesn't seem to be correct. There should be a seating arrangement for children with disabilities to read and write along with normal children. The senses develop very rapidly in childhood. If at that time only disabled children will be in contact with the disabled, then they will be away from the mainstream of the society. On the contrary, when they live with normal children, then they will be able to understand the society well

and accordingly they will work and ride their future. We must first determine which area best suits the disabled's interests and talents, and then give opportunities for them to grow in that area by mobilising resources. Small surveys focusing on specific concerns are planned to be administered for a subpopulation selected by some other means (typically a census). They're frequently asked to respond to specific queries regarding the populace. As a result, they provide you the chance to ask more in-depth inquiries concerning disabilities. Detailed, Of course, the data is useful in and of itself, but it also aids in reducing the number of false-positive and negative replies, enabling for more to be supplied. Precise diffusion measurements. A sample survey can be obtained for free. Disability was the sole focus of certain surveys, or a disability module was added. Existing survey because the sample is a subset of the population chosen in a predetermined method for the study.

2. The New Education Policy For Disabled Students

India's National Education Policy 2020 (NEP), a new educational reform era, is ushered in. Nonetheless, it takes place within the context of chronic policy failures in the education of disabled children. In India, inclusive education has been defined as children with disabilities. Disabled children rarely graduate from primary school, with only 9% completing secondary school. Around 45 per cent of people with disabilities are illiterate, and only 62.9 per cent of impaired people aged 3 to 35 have ever attended a conventional school. Disabilities of particular types and genders are disproportionately affected. Children with autism and cerebral palsy and girls with impairments are the least likely to attend school. A child's disability is most likely to prevent them from attending pre-school or primary education. Less than 40% of school buildings have ramps, and only about 17% of schools have accessible restrooms. Even though the technology is a significant focus of the NEP, just 59 per cent of schools in the country have electricity (Panigrahi & Malik, 2020).

According to the national centre for promotion of employment of disabled people's (NCPEDP) that only 8449 students with disabilities studying in the country's top 150 institutions or technical and non-technical universities. These technical and non-technical universities have only 0.56% of disabled candidates enrolled as students. Section 39 of the

disability act less than 3% reservation for the disabled students.

Several recommendations from disability organizations on the 2019 draft policy have already been incorporated into the approved policy. A child with a disability can participate equally in all aspects of the educational system under the NEP. As of 2016, the Rights of Persons with Disabilities Act (RPWD) went into effect. Its provisions for inclusive education, a system of education in which students with and without disabilities learn together, have enjoyed great success. Non-discrimination in schools, accessible infrastructure, appropriate accommodations, tailored supports, the use of Braille and Indian Sign language in the classroom, and monitoring are just a few of the proposals. The policy calls for the hiring of special educators with cross-disability training and the inclusion of disability awareness in teacher education ("National Education Policy 2020," 2020).

3. Objectives Of The Study

The main objective of the study is to investigate the comparison between the Disabled vs non-disabled students based on the following parameters:

1. Desired Educational Qualification
2. Job preferences
3. Desired goal
4. Distance from their home to Educate National Institute
5. Their marital status

The study investigates that how the above mentioned factors affect disabled students as well as nondisabled students. To determine which hypothesis should be accepted and which should be rejected, five hypotheses are created and tested.

4. Literature Review

A number of studies have shown that disability, particularly physical disability, has a significant impact on a person's mental health. Turner and Noh (1988) found a robust link between disability and depression in a longitudinal study (Turner & Noh, 1988). Brown and Turner (2010) found a high link

between physical impairment and depression in their investigation (Brown & Turner, 2010). In their study, Mushtaq and Akhouri (2016) found that self-esteem, anxiety, despair, and stress levels among physically challenged people were much greater than those without disabilities (Mushtaq, n.d.). When Narimani and Mousazadeh (2010) compared the self-esteem and self-concept of handicapped and non-handicapped pupils, they discovered that impairment was the cause of lower self-esteem (Narimani & Mousazadeh, 2010). People with intellectual disabilities endure discrimination, as Lau and Cheung (1999) demonstrated (Lau & Cheung, 1999). Blake and Rust's (2002) investigation confirmed that physical limitations operated as barriers to self-esteem and self-efficacy (Grossman & Blake, 2002). Self-esteem modulates the links between social support, subjective well-being, and perceived discrimination in people with physical disabilities, according to (Zhong et al., 2019). Physical handicap, whether genetic or acquired, can contribute to emotions of inadequacy, according to Chang and Johnson (2008) (Esther Chang, n.d.). According to Marschark (1993), there is a substantial link between physical handicap and mental health (Language, 2001). According to a study by Jennings (1988), the impaired person may retreat to a lower level due to personality maladjustment (Jennings et al., 1988). In their study, Dell Orto and Power (2007) discovered that people with physical disabilities are more likely to have a poor frustration tolerance. They also discovered that disabilities are linked to low self-esteem.

According to Jean-Jacques Rousseau, the great thinker of the modern era, the natural state is ideal and in this natural state, man was like an animal. In which there was no knowledge of morals and immoral. He was fair and innocent. And he believed that when a man is born, he is pure but society corrupts him (Rousseau & Gourevitch, 1999). The same happens with the handicapped, he is called by the name of the damaged organ related to that handicapped name. He gets despised again and again. He is ridiculed. He is said to be incompetent in various tasks. His coming in front of someone is considered inauspicious. In such a situation, people with disabilities become irritable. He becomes very tough. And also try to take revenge for showing those people down. Along with this, they also start consuming their addiction like cigarettes and alcohol. In such a situation, their energy starts going in negative directions, and then neither can do it for nor for the

society and country. For example, if there is a handicap in a person's house, then the people of the society consider meeting him as a bad omen, while his near and dear ones like parents, siblings, grandparents, son, daughter wife do not ridicule him and do not consider it a bad omen when that person

He stays with them all the time and it is also clear that due to his disability, there is no relation with the progress of the family. It is clear from the above description that the society has to change its attitude towards disabled people. Divyang should also get opportunities to do various works, they also need to be given the ideal Amman education initiation in the society. And whoever has got this opportunity so far, that Divyang is sitting on the posts of teacher, doctor, engineer, and scientist today.

Now let's talk about the teachers, through whom it is the responsibility of educating and educating children with disabilities along with normal children. It is often seen that the way the people of the society behave with the handicapped people, almost the same is done by the teachers as well. Like the fear of losing the results of various types of competitions, games go to these people from them. Negative reinforcement is used with them in teaching. And due to this gesture of teachers, children with disabilities feel as if they are a burden on both the teacher and the school, even sometimes the necessary toilet ramps, etc. are not properly arranged for them. They are not given enough time by the teachers, this is the reason why the education of many differently-abled people is cut short only after doing high school. On the contrary, the handicapped who get good resources in schools are encouraged to move ahead all the time and are given important responsibility as leaders in various activities of the school. Opportunities are given to work according to their interest and ability, they take forward the disabled children and with their talent, they illuminate the name of their home, family, school, and country. Anyone can say that disabled people will never be suitable in the Police, Railways, or Indian Army, but teacher and doctor are two such posts on which disabled person will always be suitable. They will always be suitable for the education and treatment of those who are or are accidentally handicapped. It is clear from the above examples and descriptions that people with disabilities also have the right to work and live a good life in society, it is the responsibility of the family, society, and the government to provide support to the

people with disabilities. Being helpless of any handicapped is a curse for the family, society, and the country, if the number of such people increases, then the progress of a certain form will be hindered. Therefore, there is a need to make all that effort so that the differently-abled can get a new direction and that too can prove to be a boon for the country.

In educational environments, accessibility for handicapped students means that the learning experience, including its learning material and teaching process, should be changed according to students' requirements, including their disability, for everyone to have equitable learning experiences. While people with disabilities have the same educational needs as everyone else, they are less likely to attend school and graduate, making it more difficult for them to obtain work in the future (Ingram, 1971; Iwarsson & Sthl, 2003; World Health Organization and World Bank, 2011)(Singal, 2008). Several international programs, such as the United Nations 2030 Agenda for Sustainable Development (UN, 2015) and the UNESCO Education for All effort (UNESCO, 1990), have emphasized the necessity of providing equitable learning opportunities for all pupils, regardless of their differences (Singhal, 2009). Despite this, many schools and institutions fail to adequately address equitable access, particularly for impaired students (Catlin & Blamires, 2018), owing to a lack of effective teaching techniques and content tailored to these student groups (Virnes & Jolla, 2008). The needs of disabled persons are not acknowledged or promoted in the same manner that the needs of women, children, and adolescents are. It is evident that the precise link between poverty and disability, as established by numerous disability experts, has yet to be converted into any realistic data and information that unambiguously extrapolates on the link in a way that can guide future policy, strategy, and programme development. Swartz (2007) found that engagement of Disabled People's Organizations (DPOs) in carrying out a research studies, as well as participation of people with disabilities in research procedures, has been discussed only tangentially (Vergunst et al., 2017). In terms of the specific form and extent of engagement, he stated that there has been a lack of or extremely limited analysis. According to Swartz, there is a restricted method of determining involvement, which is confined to counts of the number and proportions of persons with disabilities who participate in various elements of the study process.

It is critical to include handicapped people and organisations in both research and the outputs of that study.

5. Statement Of Hypotheses

- The desired educational qualifications of disabled and non-disabled students do not vary significantly by their educational institution.
- The job preference of disabled and non-disabled students does not differ significantly from their area of specialization.
- The desired goal of disabled and non-disabled students does not differ significantly from their educational qualifications.
- Disabled and non-disabled students have no problem with the distance of their respective educational institutions from their homes in higher studies.
- The marital status of disabled and non-disabled students does not differ significantly from their further studies and their respective jobs.

6. Operational Definition of Terms

Disabled Students: Students who are blind, dumb, deaf, and who are physically incapacitated, having unequal limbs, in terms of height or without any hind limbs or forelimbs.

Attitudes: The way you think and feel about someone having a positive/negative attitude

Negative attitudes: A negative attitude is a disposition, feeling, or manner that is not constructive, cooperative, or optimistic toward a person with a disability.

Positive attitudes: A positive attitude is a disposition, feeling, or manner that is constructive, cooperative, or optimistic toward a person with a disability.

Higher-level education: Higher education, a variety of education offered in post-secondary institutions of education, at the end of a course of study, a designated degree, diploma, or certificate of higher studies.

Lower level education: Lower secondary education programs are typically designed to build on learning

outcomes from primary education. Typically, it aims to strengthen the foundation of lifelong learning and human development on which the education system can further expand educational opportunities.

7. Data Collection Method And Research Design

A survey design was conducted to investigate the comparison between disabled vs Non-Disabled persons with their level of education, Job Preference, goal, Data was collected by using the questionnaire. The research was purely quantitative.

Sample Size Determination the sample size determination formula is used here to calculate the sample size. Here we opted for the confidence level of 95% and the z value at 95% is 1.96. Population proportion was 50% and the population size was from the unlimited population. In this case, there is a 95% chance that the real value is within [either +6.93% or - 6.93%] of the measured value/surveyed value. After putting these values in sample size determination formula we got the sample size $[n = 199.98 = 200 \text{ approximately}]$. Where o.h. males are 21, H.I. males are 6, V.I. males are 11, L.D. males are 11 and O.H. females are 6, H.I. females are 11,

V.I. is 10, L.D. is 9. And there are 115 non-disabled students have been taken. So here the sample size is 200. Procedure for Data Collection for presenting a brief comparison between disabled and nondisabled students with the concern of barriers in their education, we collect data from a different region of India. We took a random sample of size 200 in which disabled students are 85 and 115 were non-disabled students. For brief presenting comparison between disabled and non-disabled people with concerns of barriers in their educational level. We collected the data from the different regions of India. All the data collected in the Questionnaire is taken with the consent of the respondent and the information given by him is also kept confidential.

8. Results And Interpretation

We have used SPSS 20 version software to code and analyze the data. Some required statistical tests have been used to test all the hypotheses, which are as follows

The basic assumption when running a two-sample t-test (Independent t-test) is that the two independent

Table 1: A table of independent t-test of the qualification of disabled and nondisabled students

Qualification	N	Mean	SD	Df	T	Sig.
Disable	85	2.22	0.564	198	-2.195	0.029
Non disable	115	2.44	0.786			
Total	200	4.66	1.35			

populations are assumed to have equal variances, to test the assumption Levene's test for equality of variances has been conducted and the p-value is 0.029 which indicates that the assumption of the equality of the two variances is fulfilled. When two population variances are not assumed to be equal the Welch two-sample t-test is applicable, it adjusts the degrees of freedom and runs the test, the adjusted degrees of freedom, in this case, is 198.

Levene's test has a p-value less than 0.05 and we conclude as shown in table 1; the level of education significantly determined non-disabled students towards disabled [$t_{198} = 2.195$, $p = 0.029$]. This implies that the qualification of disabled students with a higher level of education ($M=2.22$, $SD=0.564$) and their counterparts with non-disabled students ($M=2.44$, $SD=0.786$) are same.

Table 2: A Table of independent t-test of the job preference of disabled and non-disabled students

Job Preference	N	Mean	SD	Df	T	Sig.
Disable	85	2.07	0.961	198	-4.685	0.000
Non disable	115	2.86	1.317			
Total	200	4.93	2.278			

According to table 2, no statistically significant difference in job preference towards disabled and non-disabled students was observed from all over India [$t_{198} = -4.685$, $p = 0.000$]. This implies that hence job preferences of disabled ($M=2.07$, $SD=0.961$) and nondisabled students ($M=2.86$, $SD=1.317$) are the same.

Table 3: Independent t-test of the desired goal of disabled and nondisabled students

Goal	N	Mean	SD	d.f.	T	Sig.
Disable	85	4.51	1.623	198	-1.045	.297
Non disable	115	4.94	3.557			
Total	200	9.45	5.18			

The results indicate that the goal of disabled students towards the non-disabled students [$t_{198} = -1.045$, $p = 0.297$] is demonstrate significant ($M= 4.51$, $SD= 1.623$) towards the non-disable students ($M=4.94$, $SD=3.557$).

Table 4 : Distance between resident to educational institute of disabled and non-disabled students

Group [1,2]	Distance				
	less than 20km	20-50km	50-100km	more than 100km	total
Disable	25	7	49	4	85
Non disable	50	12	37	16	115
Total	75	19	86	20	200

Table 4 shows that how much distance can be preferred by the disabled and non-disabled students from their homes to the educational institute.

Table 5: Summary of Pearson Chi Square test of Table -4

Group vs distance	value	Df	Sig.
Pearson chi-square test	14.346	3	0.002

Table 5 shows chi-square is used for the comparison between the distances from their respective home to the educational institute. The results indicate that the Pearson chi-square test value is 14.346 at 3 degrees of freedom and the p-value is 0.002 hence our tabulated value of chi-square at 3 degrees of freedom is 7.815 hence our calculated values are greater than the tabulated value so we can say that difference in distance from educational institutes to their home is not equally significant for disabled as well as non-disabled students.

Table 6 and the respective graph we can see that there are 79 normal students which are 57.5% of the

Table 6: Disability type of the disabled students

gender [1,2]	Disability type					
	Normal	O.H.	H.I.	V.I.	L.D.	Total
Male	79	21	6	11	11	128
Female	36	5	12	10	9	72
Total	115	26	18	21	20	200

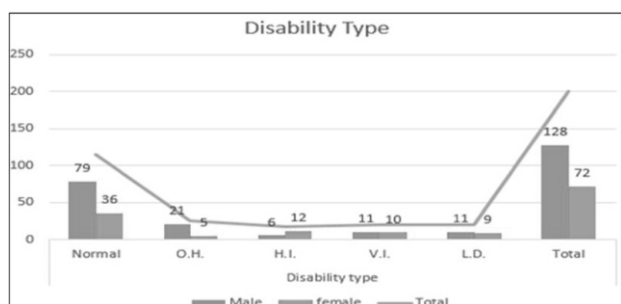


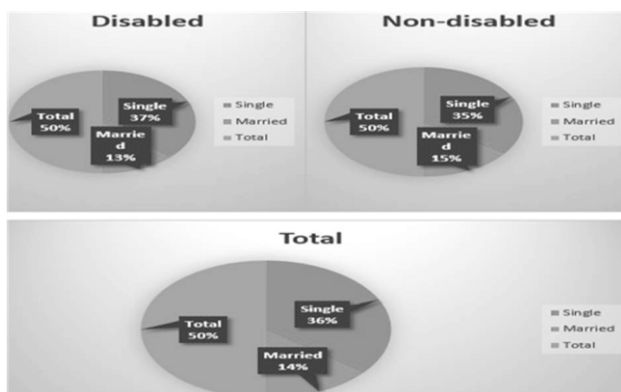
Fig. 1 : Graphical representation of various types of disability

total sample, 26 orthopedically handicapped students which are 13% of the total sample, 18 hearing impairment students which are 9% of the total sample, 21 visual impairment students which are 10.5% of the total sample, 20 locomotor disability learning disability students which are 10% of the total sample.

Table 7: Normal, Orthopedically Handicapped (O.H.), Hearing Impaired (H.I.), Visually Impaired (V.I.) and Locomotors Disability (L.D.), and their Marital Status

Group	Marital Status					
	Single	Married	Total	Pearson chi-square	df	Sig.
Disable	63	22	85	0.497	1	0.481
Non disable	80	35	115			
Total	143	57	200			

The given table and pie chart shows that the people with disabilities and their kind as well. There are 115 Non-disabled people and 85 are different types of disabled people. In non-disabled people, there are 79 males and 36 females which is 57.5% of the sample and Orthopedically Handicapped are 26 where males are 21 and females are 6 which is 30.58% out of the sample size of 85. Hearing Impaired are 18 where males are 6 and females are 12 which is 21.17% out of sample size of 85. Visually impaired are 21 where



males are 11 and females are 10 which is 24.70%. Locomotor disabilities are 20 where 11 are male and 9 are females which are 23.52% of the total disabled sample. The Pearson chi-square test, the calculated value at 1 degree of freedom is 0.497 and the tabulated value at 95% level of significance is 3.841. It means there is no significant difference between the marital status of a disabled and non-disabled students by their further studies and respective job.

8. Conclusion And Suggestions

This paper deals with the survey among physical condition of disabled people. Proper analysis was proposed for the survey. Based on the output analysis, assuming certain hypotheses. It is found that there is no significant difference between the desires for educational qualifications of disabled students in comparison to non-disabled students. It has also been noticed that disabled students are highly motivated and there is no impact of institutional behaviour on their zeal for achieving goals. There is a high need to establish such organization where disabled students may get good handholding and motivation. During data collection and analysis it is found that due to lack of financial and moral support, unavailability of supporting accessories they are not able to get admitted in technical colleges and universities.

There is momentum globally toward building disabled students technical educational system. The current estimates from the Census and surveys and NCPEDP reports seem technical education system to be promoted for the disabled students. We make recommendations that India needs to take serious note of to improve the availability of the accessories related to disabled students.

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