

## A STUDY OF THE PLACEMENT AND EDUCATIONAL QUALIFICATIONS OF THE PHYSICALLY CHALLENGED

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### **ABSTRACT**

*This study examined the placement, vocational, educational and community life of the physically challenged. Author adopted a normative survey method of research. A sample of 90 physically challenged persons was selected through simple randomized technique of sampling from Hyderabad and Secunderabad cities. The research tools used for data collection were the structured interview schedule and questionnaire for the physically challenged persons, developed in accordance with the objectives of the study. The findings indicated that there is no relationship between the educational qualification and placement of the physically challenged people; and awareness of the special employment exchanges with their placement is not related.*

**KEYWORDS:** *Placement and Educational Qualifications Vocational, Educational and Community Life*

### **INTRODUCTION**

In the beginning of human civilization, it was believed that a disability was the result of a curse for sins committed in the present or the previous birth, and the disability was the punishment from the God for the same. The Society also refused to accept them as functionally fit and even sighting them was considered a bad omen. But gradually, this changed into a feeling of sympathy and their important basic necessities for survival were recognized with the development of religious outlook & the sympathy outlook was strengthened. Though this sympathetic attitude towards the disabled was to some extent conducive to their care and upkeep, yet, it had its negative aspect also as it gave rise to beggary. In this way, a new type of social problem emerged and along with it came the exploitation of the disabled.

The problem of the physically challenged became more visible after World War II, with a sudden rise in their number. This was the first time when the attention of the government and the public was drawn to the rehabilitation and resettlement of the disabled veterans of war. Only after independence, the problem of the civilian handicapped came into the limelight. As a result, several voluntary and welfare organizations have sprung up. Thus, after World War II the rights and responsibilities of the challenged were recognized. Remarkable efforts were made in the placement of the challenged in occupations where they could function effectively.

The traditional approach of charity has begun to be gradually replaced by the modern concept of rehabilitation, although progress in this direction has been retarded due to lack of resources. The time has long passed when a challenged child or a disabled adult was to be regarded as subject for commercial exploitation and trained for the occupation of a professional beggar, or even to be considered as a mere object for charity. Modern methods of medical and social sciences have opened a new horizon of promise for such individuals.

## **Areas Related to the Life of the Physically Challenged**

There are some main areas related to the life of the physically challenged. They are as follows:

### **Transition**

Transition programming for special group individuals involves two related areas- community adjustment and employment.

### **Community Adjustment**

For special group person to adjust to living in the community, they need to acquire a number of skills, many of which are in the area of self-help. Researchers have found, for e.g. that successful living in the community depends on such things as the ability to manage money, prepare meals, maintain a clean house, keep one's clothing and oneself groomed (Schalock and Haper, 1978; Schalock, Haper, and Carner, 1981). In addition, the degree of family involvement is important for community adjustment of special group individuals (Schalock and Lilley, 1986). Successful community placement is easier when the family of the person with retardation becomes actively involved in the integration process. In general, research has shown that attempts to train community, survival skill can be successful, especially when the training occurs within the actual setting in which the individuals are to live.

### **Employment**

Even though employment statistics for special group workers have been pessimistic, most professional working in this area are very optimistic about the potential for providing training programs that will lead to meaningful employment for special group people. There is a variety of vocation training and employment approaches for individuals with physically challenged. Most of these are subsumed under two very different kinds of arrangements the sheltered workshops, or the non-sheltered workshops or competitive employment.

One of the keys to effective transition programming is to include an Individualized Transition Plan (ITP) as part of the student's individualized education program.

### **Recreation**

There are several organizations and clubs in India for physically and mentally challenged individuals for recreation games, sports and arts. The special educations schools serve as an important place for recreation for students with disabilities. Most of the recreational sports are founded by NGO philanthropist's charity clubs (Lions club, Rotary club and Round Table Number). Some of the Organizations are- All India Federation of the Deaf, based in New Delhi (national organization), Swim aid etc.

### **Family**

The family members can be very helpful and an important factor in the success or failure in job placement plan and efforts. Many parents find it hard to believe that their disabled son or daughter could achieve a satisfying competitive job, after barely making it through school and with so low academic level. Thus, the family may discourage their members from expecting much from vocational training and placement efforts. Vocational workers will need to realize this and involve family members meaningfully and early in the vocational planning process to gain their cooperation and support. (Shahida Sajjad, 2004)

## **Vocational Education**

Vocational Education is one means of helping a disabled person to become settled in employment. It is not an end in itself, but a means to an end, the end being a suitable work. Training / education must keep pace with demands in industry, and trainees must be assured that in principle they will be acceptable to industry. Methods of achieving this are similar to those used in planning for the able bodied, i.e. the study of employment market information and maintaining cooperation with employers and workers organizations in formulating policy.

Vocational training is the most extensive part of a vocational rehabilitation program. It therefore requires sound and adequate financial backing. In developing countries, experience has shown that training needs full government support and backing, as well as help from social security organizations (Shahida Sajjad, 2004).

## **Significance of the Study**

Denying an individual the role she or he is best fitted to play is not only a loss to the individual but also to the society at large. In spite of the much heralded accomplishment of some special group people, getting a job was a major difficulty for the majority of them. All young adults face important questions about what to do with their lives, whether to attend college or technical school, whether to work as brick layer or an accountant, but for the normal people the difficulty lies mostly in choosing from a number of options.

By contrast, the special group people often has few if any option to choose from occupational choices are decreased, if the challenged person has limited skills decreased further in most cases by the nature of the disability and needlessly decrease still further, by prejudices and misconceptions about special group people on the part of many employers. For many special group people, obtaining and holding the job is the major rehabilitation goal.

Besides providing economic support, work offers opportunities for the social inter action and a chance to use and enhance skills in a chosen area. Work generates the respect of other and it can be a source of pride and self-satisfaction (Terkel, 1974). Hence, the present research was taken up as a study of the placement, vocational, educational & community life of the physically challenged.

## **OBJECTIVES OF THE STUDY**

- To study the educational standard of the physically challenged.
- To study the awareness of the physically challenged persons regarding special employment exchanges.
- To study the placement of the physically challenged.

## **Review of Related Studies**

The reviews of studies related to the physically challenged and their employment / placement is given below:

According to Simplican, Leader, Kosciulek and Leahy (2015), different terms are often used interchangeably with social inclusion (e.g. employment, independent living, friendships, etc.). The authors argue that social inclusion is a broad term which includes social interaction and community participation.

Yvonne Zimba (2015) observed poverty and low income of disabled people are permanent issues in Finland. 22% of disabled people aged 25–64 have lower income than non-disabled people. Disabled people have an employment rate of around 25–30% and a third of them have a disability pension.

The Study by Govindarajan. P.K Ethirajan.N and Felix. John William (2012) in rural Tamil Nadu concluded that the locomotors disability was more as the age advances. Nearly 58% of persons with locomotors disability were without any occupation; 20% were doing unskilled labour; and 54% reported absence of any source of income.

Vinod Kumar, (2012), studied Employment Rights of Disabled Women in India sponsored by National Commission for Women, Govt. of India. The level of awareness about initiatives was not found to be high. There were wide variations in the level of awareness across States. 53% are unaware about the Persons with Disabilities Act, (1995). In Tamil Nadu, only 35% were aware about PWD act 1995. 77.2 % of the women respondents could not specifically name any legislation/act for empowering the persons with disabilities, especially the women with disabilities. Overall, more than 76% of the women respondents were satisfied with the implementation of the specification of providing 3 per cent reservation quota in government jobs for the disabled individuals. Maximum satisfaction (approximately 85%) was revealed in Rajasthan, whereas in Tamil Nadu the percentage of satisfied respondents was lowest at 58% only. More than 77 % of the respondents were of the view that 3% of job reservation quota for persons with disabilities provided inter alia the PWD Act is sufficient for empowering them. Majority of the respondents felt that the PWD Act has had some impact in empowering the women with disabilities.

## PROCEDURE

The study was conducted through normative survey. A representative sample of 90 physically challenged persons selected through simple randomized technique from Hyderabad and Secunderabad cities. To collect the data, the structured interview schedule and questionnaire for the physically challenged persons were developed, in accordance with the objectives of the study. An interview schedule was prepared, consisting of 18 items related to their placement, vocational, educational and community life. The questionnaire contained 29 questions, which fall under 4 categories. They are awareness about special employment exchange and reservation, educational life, placement, vocational life and community life .After the pilot study the interview schedule and questionnaire was administered to the physically challenged persons of the private as well as government offices, and some self-employed of the cities of Hyderabad and Secunderabad.

## Hypotheses

- There is no relationship between the educational Qualification and placement of the physically challenged people.
- There is no relationship between awareness of the special group regarding special employment exchanges and placement of the physically challenged people.

## ANALYSIS AND FINDINGS

### Data Analysis

Table 1 the duly filled in questionnaires & responses from interview schedules were scored and the data is analyzed as per the hypotheses.

Table 1 It is evident from the above table that 3.33 % of the physically challenged had no education, 2.22 % of the physically challenged had below 7<sup>th</sup> class education, 10 % of the physically challenged had education up to 7<sup>th</sup> class, 13.33 % of the physically challenged had education up to SSC, 20 % of the physically challenged had education up to Intermediate level, 44.44 % of the physically challenged were graduates, 8.88 % of the physically challenged were post graduates.

Table 2 it is evident from the above table that 58.8% of the physically challenged underwent vocational/technical training, 41.12% of the physically challenged did not have any training.

Table 3 it is evident from the above table, 74.4% of the respondents had awareness of the special employment exchanges, and 25.6% of the respondents did not have the awareness of the special employment exchanges.

Table 5 the table value of F for 2, 8df at 5% level is 4.46; and F value for 4, 8 df at 5% level is 3.84.

Table 5 indicates that the calculated F values are less than the table values. So, the null hypothesis is accepted. This means that there is no relationship between the educational qualification and the placement of the physically challenged people.

From the Table 7, it is clear that the calculated value of F at 4, 5 df at 5% level of significance is less than table value. So, the null hypothesis is accepted and it is inferred that there is no relationship between awareness of the special employment exchanges and placement of the physical challenged people.

**Table 1: Educational Qualifications of the Physically Challenged Persons**

Educational Qualification	Number of the Respondents	Percentage
No education	3	3.33%
Below 7 <sup>th</sup>	2	2.22%
7 <sup>th</sup>	7	10%
SSC	12	13.33%
HSC	18	20%
Degree	40	44.44%
PG and Above	8	8.88%

Source: Primary data

**Table 2: Vocational/Technical Training of the Physically Challenged Persons**

Training	Number of the Respondents	Percentage
Undergone training	53	58.8%
No training	37	41.12%

Source: Primary data

**Table 3: Awareness of the Physically Challenged Regarding Special Employment Exchanges**

Awareness	Number of the Respondents	Percentage
Had the awareness	67	74.4%
Didn't have the awareness	23	25.6%

Source: Primary data

**Table 4: Placement of the physically challenged under different levels of their educational qualifications**

Educational Qualification	Placement of the Physically Challenged					Total
	Business / Car Driver	Daily Labour / Sweeper	Accountant / Clerical Post	Teacher / Lecturer	Officer Grade	
Post-graduation/ Graduation	2	0	2	42	3	49
Inter/SSC	3	9	9	8	0	29
Illiterate	10	2	0	0	0	12
<b>Total</b>	<b>15</b>	<b>11</b>	<b>11</b>	<b>50</b>	<b>3</b>	<b>90</b>

Source: Primary data

Total number of observations: n = 15

Sum of samples: T = 90

Correction Factor:  $T^2/n$

$$CF = (90)^2/15 = 8100/15 = 540$$

Sum of Squares between Rows: SSR =

$$[(49)^2+(29)^2+ (12)^2] / 3 - 540 = 1128.7-540 = 588.7$$

Degree of freedom of row = 3-1 = 2

Sum of squares between columns

$$[(15)^2+(11)^2+(11)^2+ (50)^2+ (3)^2] / 5 - 540 = 595.2-540 = 55.2$$

Total sum of squares: TSS = 4+4+1764+9+9+81+81+64+100+4 =

$$2120-540=1580$$

$$DF = 15-1 = 14$$

Error sum of squares SSE = (1580-588.7-55.2) =936

**Table5: Placement of the Physically Challenged Vs. Education Qualification**

Source	Ss	DF	Mean Sum	F Value
SSR	588.7	2	294	2.51
SSC	55.2	4	13.8	0.12
SSE	936	8	117	
TSS	1580	14	***	

**Table6: Placement of the Physically Challenged Vs. Awareness Regarding Special Employment Exchanges**

	Business / Car Driver	Daily Labour / Sweeper	Accountant / Clerical Post	Teacher / Lecturer	Officer Grade	Total
Had awareness	9	2	6	47	3	67
Had no awareness	6	9	5	3	0	23
<b>Total</b>	<b>15</b>	<b>11</b>	<b>11</b>	<b>50</b>	<b>3</b>	<b>90</b>

**Source:** Primary data

Total number of observations: n = 10

Sum of samples: T = 90

Correction Factor:  $T^2/n$

$$CF = (90)^2/10 = 8100/10 = 810$$

Sum of Squares between Rows: SSR =

$$(67)^2+(23)^2/5 - 810 = 193.6$$

Degree of freedom of row = 5 -1 = 4

Total sum of squares: TSS

$$[(9)^2+ (2)^2+ (6)^2+ (47)^2+(3)^2 + (6)^2+ (9)^2+(5)^2+ (3)^2+(0)^2]- 810$$

$$81+4+36+2209+9+36+81+25+9+0-810 = 2490-810 = 1680$$

$$\text{Degree of freedom of total observations} = 10-1 = 9$$

$$\text{Error sum of squares SSE} = \text{TSS} - \text{SSR} = 1680-193.6 = 1486.4$$

$$\text{Degree of freedom of SSE} = 9-4 = 5$$

**Table 7: Placement of the Physically Challenged Vs. Awareness Regarding Special Employment Exchanges**

Source	SS	DF	Mean Sum	
SSR	193.6	4	193.6/4	48.4
SSE	1486.4	5	1486.4/5	297.28
TSS	1680	9		

$$F = 48.4/297.28 = 0.16$$

The table 7 value of F for 4,5 df at 5% level for significance is 5.19.

**FINDINGS**

- The percentage of respondents, who have studied up to degree, is high. This may mean that the physically challenged might be feeling that higher education may help them in getting employment opportunities which may not be entirely true.
- Out of the employed respondents, most of them have mentioned that they had undergone technical\vocational training thinking that such training would help them in getting the jobs. They have indicated that the technical \ vocational training had helped them in getting the jobs.
- Most of the respondents are aware of the special employment exchanges. But, some are not aware of them, it appears that the role of media i.e. TV, newspaper, radio, etc. is quite inadequate so far as spreading the knowledge about the functioning of special employment exchanges among the physically challenged.
- Most of the respondents got the employment in accordance with their qualification. Only a small percentage shows that they did not get the jobs as per their qualifications. This is a matter of concern because the people should get the employment in accordance with the qualifications they possess otherwise there would be a dissatisfaction among those who get employment through employment exchanges.
- It is seen that majority of the respondents participated enthusiastically in the community gatherings, in spite of their physical disability. This shows that they have a positive attitude towards life. They were not ashamed of their disability and faced the world. Only few of the respondents did not participate in community gatherings.
- High percentage of the respondents had good relationship and behavior with the community. Community was sympathetic and helpful to them. Only a small percentage was of the opinion that behavior of the community members was not good with them.
- The high percentage of respondents expressed that the attitude of friends and neighbors towards them was nice.
- The high percentage of respondents expressed that the attitude of the staff, where there were working was nice.
- There is no relationship between the educational qualification and placement of the physically challenged people.

- There is no relationship between the awareness of the special group regarding special employment exchanges and placement of the physical challenged people.

## CONCLUSIONS

On the basis of the findings of the study, following conclusions were drawn:

- The gap between the physically challenged people registered with the special employment exchanges and the actual placements has to be minimized. The placement of the physically challenged with the special employment exchanges is mostly done against the reservation quote meant for them. The percentage of placements in the way remains negligible. Thus, some efforts have to be made to find out the ways and means for locating more avenues of employment for them.
- One way could be that the special employment exchanges officials should try to explore the jobs in the private and the unorganized sector; they should personally go and meet the concerned persons of the private industries, small and big. They should try to convince the entrepreneurs about the capabilities of the challenged in their industries. It is further suggested that some annual target of finding new jobs in private sector should be fixed for the employment exchange officials. Those officials, who achieve the set target, should be given some monetary incentive. This type of the schemes may help in finding more jobs for the physically challenged.
- A way should be found out to register the physically challenged in the rural areas also. Efforts should be made to accommodate the physically challenged from rural area itself.
- Awareness about the existence and the functioning of the special employment exchanges is very low among the physically challenged, especially among the scheduled castes and scheduled tribes. Efforts should be made in this direction. The newspapers, TV, radio, etc. should be made adequately in spreading the knowledge about the existence of exchanges and also about the functioning of these exchanges.
- Most of the employed respondents (physically challenged) are in the category of peon and clinical. Efforts should be made to provide more opportunities in other areas also, of course, depending on the qualifications of the disabled.
- A large number of respondents did not get jobs in accordance with their qualifications. It is strongly suggested that the physically challenged should get employment on the basis of the qualifications they possess.
- They should be vocational/technical training centers for the physically challenged in each state.
- Reserved employment quota should be increased.
- Self-employment schemes should be started for the physically challenged through special employment exchanges.
- There is a need to have close coordination between the special employment exchanges and the activities of associations of the physically challenged, so as to help the physically challenged in finding more job openings and easy approachability of the physically challenged to the special employment exchanges.



- It is strongly recommended that the disabled should be imparted technical/vocational training, according to their need and desirability so that they find easy to compete in the selection process. This may even help them in competing with the normal people. The training of course should be need based rather than on causal basis.
- Most of the physically challenged are employed on such jobs, which are not highly paid because of the lack of educational qualification. Majority did not receive any vocational training, and those who received some training was either not sufficient to get the mastery on job, or was not compatible with the job they were doing.
- The transportation problem is one of the major issues facing the physically challenged. Due to this major issues facing the physically challenged, who will otherwise be able to join work force are confined to their norms. This problem should be given priority.
- The family must encourage their physically challenged members from expecting much from vocational training and placement efforts. Vocational workers will need to release this, and involve family members meaning fully and early in the vocational planning process to gain their cooperation & support.

### **The Educational Implications**

The educational implications of the study are as follows

- Some efforts have to be made to find out the ways and means for locating more avenues of employment for physically challenged.
- Special employment exchanges officials should try to explore the jobs in the private and the unorganized sectors; they should personally go and meet the concerned persons of the private industries, small & big. They should try to convince the entrepreneurs about the capabilities of the physically challenged in their industries.
- Some annual target of finding new jobs in private sector should be fixed for the employment exchange officials. Those officials who achieve the set target should be given some monetary incentive. This type of the schemes may help in finding more jobs for the physically challenged.
- The mass media (newspaper, TV, radio etc.) should be made adequately in spreading the knowledge about the existence of exchanges, and also about the functioning of these exchanges.
- The physically challenged should get employment on the basis of the qualifications they possess. They should be imparted technical / vocational training according to their need and desirability, so that they find easy to compete in the selection process. Computer education can be imparted to the physically challenged.
- The need is felt for imparting some life-skill education to the physically challenged. Life skill education is concerned with learning about living, family, social relationship & personal development.

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