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Effect of Social Interaction on Learning Performance of Handicapped Students

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ABSTRACT:

The population of the study comprised on higher education for handicapped students. Survey method was used to collection of data from the respondents of this study. A total number of 25 students' respondents selected by stratified random sampling from 2 universities. To find out the effects of handicapped students with normal class fellow questionnaire was developed for this study has 25 questions. Mean score of each item of questionnaire was calculated to find central tendency of responses. To know the effects of social interaction of handicapped students with normal class fellows, analyzed by using regression. Data was collected by using questionnaire and analyzed by using SPSS Version-24. Descriptive and inferential statistics were used for analysis. The findings of the study showed that social interaction play its significance role for the enhancement of learning process.

Keywords: *Social interaction, Learning Performance, Handicap Students*

INTRODUCTION

Education was a course of action of learning in which behavior, skills and information of people are transmitted to one age group than to the subsequently age group through research preparation and education. Education was an instrument by using of which a person can make his characteristic enhanced. An Educated personality plays a central role in the success a country. Due to the achievements and struggle of different Pakistani policies it was necessary to give a special and recognizable education to those students who were disable it was their right (Education for all handicapped children Act of 1975) avoid that feelings which bring hypocrisy in human beings (Rehabilitation Act of 1973). Because these handicapped students mostly became the victim of negatives attitudes from their regular class fellow. Some educational research tells us that normal students often feel harsh feelings & attitudes towards their handicapped students they feel that these handicapped students are a useless member of the society and they have no right for education so they have negative feelings and emotions in their heart towards these students (Akrami et al., 2005).

Also, normal students considered that these handicapped students do not deserve to play or learn with them (Swanson & Malone, 1992). Harsh or critical behaviors were harmful for handicapped students' behaviors start with the passage of time in school life. Mostly higher-level handicapped students face difficult circumstances using their school life and often in their daily life. Due to these circumstances, they cannot adjust themselves in society properly and feel helplessness in front of people or university students (Agar, 2004). Percentage of these harsh behaviors according to some philosopher was 21% for those students who have disabilities at higher level (McDougall et al, 2004). As the use of digital media continues to rise, the YouTube Kids app has become increasingly popular as a means of entertainment and instruction for kids. However, other people are worried about how this trend can affect kids' brains (Sarwar et al., 2023).

Objectives of the Study

- To find out the existing level of social interaction and learning performance of the handicap students
- To investigate the relationship between social interaction and learning performance of the handicap students
- To determine the effect of social interaction on learning performance of the handicap students

Research Questions:

- What are the current modes and frequencies of social interaction among handicap students within their academic environment?
- What role does the quality of social interactions play in predicting learning performance in handicap students?
- What specific academic areas or subjects are most influenced by increased social interaction among handicap students?

LITERATURE REVIEW

Social interaction and social communication are the same and are related with each other. Both are new terms and are associated with social reciprocity and social language among two persons. Through communication and social interaction one person can recognize the words of different language and different countries. Social Reciprocity is also the part of social communication in which persons recognized and understand the words of language, grammatical structure and allow the third person how to convey his? Her message from one to other. Good communication between two persons brings positive change in behavior and in their personality. It represents the social activities and increase social interaction in person with special needs or in normal people that how they cooperate with them (Klin et al, 2005)

Social interaction of handicapped students in the perspective of previous Research

Mostly students who are disabled face many circumstances in their daily life. In early time people considered that these special people are useless members of the society, they considered that it was wastage of time to give education and spend money upon them in 18th century parents were answerable for this handicapped education (Richards & Gross, 2000). In previous time there were difficult circumstance for family member that how they educate their children with possible requirements and necessities. Some families who belong to high class provide teachers for their children education and training, while those families who belong to middle class asked permission from the respectable member of the family for their children education. In old time many famous schools were open for such handicapped children. These schools were known as "industrial unit approximating" (Richards & Gross, 2000) at the same time parents were completely responsible for the education of their children and hold upon their children. Mostly father of the children was responsible to keep eyes on their children movements; he was responsible for every activity which leads his children in difficult circumstances (Richards & Gross, 2000)

Effects of social interaction negative attitudes on students with Disabilities

Naturally handicapped students due to the attitudes of normal class fellow feel hesitation and cannot adjust themselves with them due to their unhelpful nature they suffer from bad circumstances and face many problems in their life. They make their mind and think that the people of the society are cruel for them. So some time they show negativity towards people and show hyperactivity to the people of the society. They face many psychological and emotional problems in their life due to the unhelpful nature of people (Fisher et al, 1999).

Social Acceptance:

Social acceptance was also major problem for handicapped students. Based on the previous research it was important to describes the social interaction of handicapped students in a proper manner. Those people who considered that these students are useless members of the society cannot accept them. Their attitudes were worse towards them. They think that they have no importance in society and they have also no right for education. Their attitudes towards them were pessimistic. The environment in which they leave was not suitable for them (Nowicki, 2003). Social interaction for these students is a major problem of society but people disliked these students on the base of their disability

Verbal and Physical Abuse:

The most important fact about social interaction of handicapped students was verbal and physical abuse. The fact was that handicapped students most important and has great significant in society than normal students. In inclusive sat up these students give better performance than normal students. Their learning performance was better than their normal class fellow (Llewellyn, 1995). However, the basic purpose of the study was that to focus the Pakistani school in inclusive sat up. Mostly students say that inclusive set up was batter for them than general education. They say that in inclusive sat up they feel batter and communicate easily with other class fellow. While in general education sat up, they feel hesitation and cannot communicate easily. Moreover, handicapped students who face difficulty in school they face problems in home.

Inclusive Education:

It was considered that inclusive education was better for those students who were disable with their normal class fellow in harshness of general education classroom, because in adding together they can accept suitable training about study and for their daily requirements. It was that thoughtful in which teacher teaches those students with faithfulness that has disability. They teach only 20 students in one time while in general education set up, they will teach more than 50 students. According to some researchers in general education set up teacher cannot assemble themselves or encourage students owing to lack of information of general education while in wide-ranging education they feel soothe to teach those students who encompass special needs (Alexander & Strain, 1978). Maybe it was possible inclusive education was a technique or source of information for both students who were disabled or normal. As a result of suitable social interaction maintain the inclusive education set up in which students perform. Somehow it was a technique of information and source of knowledge, and it was better for both handicapped and normal class fellow (Agar, 2007). There were three main circumstances in which handicapped students continue to exist and face difficult situation. These critical circumstances lead them in a difficult situation. These circumstances were following;

- There were opportunities for handicapped students which were important for their educational skills & amp training
- There was recognizable generalization which were critical for them
- Classroom management was arranged according to their disabilities (Fisher et al, 1999).

Importance of inclusive Education:

For a long time those apprehensive with the field of education have been grapple with the serious questions of what kind of education To give for children above all in the situation of unstable and different abilities of the students .usually education had come to be alienated into two types, specifically, general education and special education experts and the system have been more and more quizzical for some time now if that was a correct move toward to offer education in a situation where there were children with differing. It had been believed earlier that children with differing needs and especially those with special needs must be given education unconnectedly, due to lack of knowledge, educational right of entry and knowledge, disable or challenged and disabled students were therefore at first segregated from other students. They had led to the rise of general school on one hand and on the other, the establishment of special schools for the disabled or the disabled. Since the last three decades the isolation in the education field has come beneath severe disapproval and now an agreement has begun to emerge that instead of ongoing with segregated education, inclusive education must be provided. Therefore, efforts have been made in the direction, predominantly during last two decades. Thus, in fresh times there has been a move towards having children with disabilities attend the same school as nondisabled students.

Inclusive education in Pakistan:

In 1994, the world meeting on special needs education in Salamanca called for addition to be the norm with the guide standard that normal school should put up all children, in spite of their physical, thinker, social, moving, linguistic or other circumstances. In Pakistan, opponents of inclusive education quarrel that the government and the global group of people are attempt to popularize the requirement of inclusive education, while professionals and society are still not ready. They feel that the professional responsible for formulate the policy are mostly worldwide expert who are unaware of the state of affairs current in the country. They feel that over sea thoughts and policies are life form imported with no regard to how they will be implementing. There are 106,275 primary school in the public sector in Pakistan with 278,051 teaches (Bureau of statistics, 1998). The office of education will have to make necessary modification to the school surroundings adapt the set of courses for special needs, and teach teachers to build their ability for responsibility the confront of inclusive education. For this, enough home tar capital, new communications and a new vision of education for all vital rudiments. The institute of educational development (IED), an allied organization of AKU, Karachi, is working for the endorsement of inclusive education in Pakistan, and makes available preparation to teachers on alteration so that all students can learn in the same class. It is often argued that the monetary collision of this enormous plan on the poor financial system of Pakistan will be intolerable.

RESEARCH METHODOLOGY

The main objective of the study was to identify the effect of social interaction of handicapped students with normal class fellow and its effects on their learning performance at university level. To achieve the objectives of the study a research questionnaire keeping in view all aspects of the study was developed and finalized then same questionnaire was administered to the selected sample from the defined population for the purpose of data collection. Data analysis was done through SPSS using descriptive and inferential statistics. The population included the handicapped students both boys & girls in two various universities. Sample of the study consisted of 25 handicapped students both Boys & Girls and administrator taken from 2 universities Punjab & G.C. The random sampling was applied to select the sample districts.

FINDINGS

Table 1. Descriptive analysis

Factors	Min	Max	M	SD
People	1.00	5.00	3.59	.81
Place	1.00	5.00	3.91	.68
Situation	1.00	5.00	3.71	.88
Overall Mean Social interaction	1.00	5.00	3.73	.79
Overall Mean Learning performance	1.00	5.00	3.89	.76

The mean of the statements about learning performance presents that promoted by the university level was ranging from (M= 3.59 to 3.91, SD= .68 to .88) and overall mean regarding social interaction was (M= 3.73, SD= .79) and learning performance (M= 3.89, SD= .76) which was greater than 3.0. It shows that majority of the respondents are shown agree about all the factors of the study variables.

Table 2. Correlations

Factors	People	Place	Situation	Learning Performance
People	1			
Place	.569	1		

<i>Situation</i>	.581	.596	1	
<i>Learning performance</i>	.664	.527	.562	1

Pearson correlation conducted between independent variable (Social interaction) and dependent variable (Learning performance). The statistical result found that people and learning performance have strong positive relationship with ($r=.664$, $\text{sig}=.00$). Place and learning performance have moderate positive relationship with ($r=.527$, $\text{sig}=.00$), situation and learning performance have moderate positive relationship with ($r=.562$, $\text{sig}=.00$). Pearson correlation conducted between independent variable (Social interaction) and dependent variable (Learning performance). The statistical result found that social interaction and learning performance have strong positive relationship with ($r=.584$, $\text{sig}=.00$).

Table 3. Standard multiple regression analysis

<i>Model</i>	<i>Variables</i>	<i>B</i>	β	<i>SEB</i>	<i>t</i>	<i>P</i>
Learning performance	People	-.121	-.140	.186	-.649	.523
	Place	.367	.334	.312	1.17	.253
	Situation	.665	.596	.228	2.91	.008

$R^2 = .628$

$F = 11.83$

The variance, $F(3, 21) = 11.83$, $P < .00$ explained in dependent variable (learning performance) was due to independent variable (social interaction). In this table only total situation was statistically significant with recoded beta value ($\beta = .596$, $P < .05$), while the total permissive factor place was having the higher beta value ($\beta = .334$, $p > .05$), than people ($\beta = -.140$, $p > .05$). Hence the hypothesis was rejected which states that there was no significant effect of social interaction on learning performance. Social interaction has positive effect on learning performance having beta value (.596) than other two factors.

Table 4. Standard multiple regression analysis

<i>Variables</i>	<i>B</i>	β	<i>SEB</i>	<i>t</i>	<i>p</i>
Social Interaction	4.67	.678	1.05	4.42	.00

$R^2 = .460$

$F = 19.55$

Only variance, $F(1, 23) = 19.55$, $P < .00$ explained in dependent variable (learning performance) was due to independent variable (social interaction). Social interaction was statistically significant with recoded beta value ($\beta = .678$, $P < .00$). Hence the hypothesis was rejected which states that there was no significant effect of social interaction on learning performance. Social interaction has positive effect on learning performance having beta value (.678).

DISCUSSION

The current thesis seeks to suggest the theoretical frame work to examine the effect of Social Interaction of Handicapped students with normal class fellow and its effect on their learning performance at university level. Assessing and determining learning performance with their social interaction. There was strong positive effect of social interaction on learning performance. The majority of the statements were shown satisfied regarding the effect of social interaction on learning performance of the students at university level. This study can be helpful for the future researchers who want to do work in the same area/field. This study will also help the professionals that adopt positive techniques at higher education level.

CONCLUSION AND RECOMMENDATIONS

It was concluded that the handicap students were well aware about the social interaction and their learning performance. Social interaction and learning performance have positively associated between each other. Furthermore, social interaction has significance effect for the development of learning performance of the students.

- Educational support should be provided to the handicapped students by the teachers.
- People should be made aware of the importance of inclusive education & social interaction of the students in society.
- People should change their thinking that to educate the handicapped children was not wastage of time and money rather it was beneficial.
- Parents should be more supportive for their handicapped children.

- e) The government should be recognized on-violent setting in inclusive set up for handicapped students so that the handicapped students may not feel shame.
- f) Government should establish separate institutes for handicapped students.
- g) To increase or rise of handicapped education high budget allocation should be contribute by government.

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