



Participation of CWSN in Curricular Activities at Secondary Schools: A Study on Self and Peer Perception

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Abstract

This research paper is based on a study regarding participation of CWSN in curricular activities. This survey-based study aims at exploring the participation of CWSN in Curricular Activities and level of acceptance of their peer group towards their participation. A Sample of fifty (N=50) CWSN and their ninety (N=90) peers were selected from ten different Secondary schools of Cuttack Districts of Odisha through a purposive sampling technique. Schools were selected based on availability of CWSN. Self-Developed Interview Schedules was employed for CWSN and for their peer groups to collect data regarding participation of CWSN. Data were analysed quantitatively using percentage calculation. Findings revealed, Majority of CWSN (70%) participate in various curricular activities, whereas thirty percentage of CWSN were found not participating in such activities. Majority (77.77%) of peers of CWSN revealed that their friend with special needs regularly do not come to school and don't participate in curricular activities due to their physical condition and those who are with manageable condition love to participate in curricular activities. There are certain challenges faced by CWSN in curricular participation such as Physiological (82%), Psychological (76%) and lack of special support services (50%), lack of transportation facilities (70%), infrastructural facilities (42%) and peer related challenges (12%). It was interesting to find that, all most all (91.11%) the peer group of CWSN like to do friendship with them. Out of which majority of them think they are equally competent.

Keywords: Participation of Children with Special Needs, Curricular Activities, Role of Peer

1. Introduction

The participation of CWSN in curricular subjects is always been given importance but their participation in curricular activities still needs progress. For their real inclusion their participation in every aspect is crucial. The participation of CWSN in curricular activities not only important for their inclusion (Hussin, Adam, Hamdam & Yakub, 2017) but also important for their holistic development (Belley-Ranger, Carbonneau, Brunet & Duquette, 2016). There are many factors those are responsible for this. Which may include infrastructural facility, resources, perception of stakeholders, support provided by the school etc. Physical as well as psychological aspects of CWSN plays crucial role. Whereas psychological aspects are mostly affected by the kind of acceptance or rejection they receive from teachers, peer groups and other stakeholders in and outside the school. The positive perception of teacher and peer have a positive impact on their participation in curricular activities (Flecky, Bornmann, Boyer & Huckable, 2019). Children spend majority of their time with their per group. The following study deals with the participation of CWSN in various curricular activities the role of their peers in their participation.

2. Objectives

- 1.To study the participation of CWSN in Curricular Activities at Secondary school Level.
- 2.To study the level of peer acceptance towards participation of CWSN in Curricular Activities.

3. Methodology

Survey design was followed to conduct this study. A Sample of fifty (N=50) CWSN and their ninety (90) peers were selected from ten different Secondary schools of Baranga and Kantapada Block of Cuttack Districts of Odisha through a purposive sampling technique. Schools were selected based on availability of CWSN. Self-developed Interview Schedules were employed to collect data from CWSN and their peer group to explore the participation of CWSN in some specific Curricular Activities. Data were analysed quantitatively using percentage analysis.

4. Results and Discussions

The results are analysed based on objectives cited above. Those are participation of CWSN in Curricular Activities and level of peer acceptance towards curricular participation of CWSN.

4.1 Results Pertaining to the Participation of CWSN in curricular activities

The following results deals with frequency of participation of CWSN in different curricular activities.

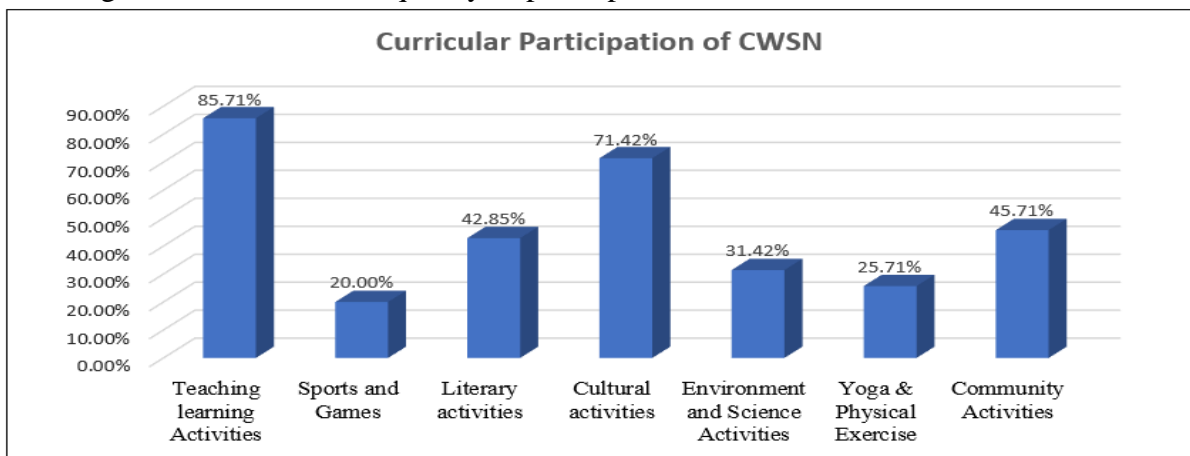


Fig 1: Participation of CWSN in Curricular activities

Majority of CWSN (70%) reported that they participate in various curricular activities, whereas thirty (30%) percentage of CWSN were found not participating in such activities. Out of seventy percentage (70%) of CWSNs those who participate in curricular activities, majority show highest interest in teaching learning activities (85.71%) followed by cultural activities (71.42%). The activities in which the rate of participation was found lower are Community activities (45.71%), library activities (42.85%), Environment and science activities (31.42%), Yoga and Physical exercise (25.71%) and Sports and Games (20.00%).

4.2 Results related to the Level of Acceptance of Peer Groups towards Participation of CWSN in Curricular Activities

The following results deals with level of peer acceptance towards curricular participation of CWSN.

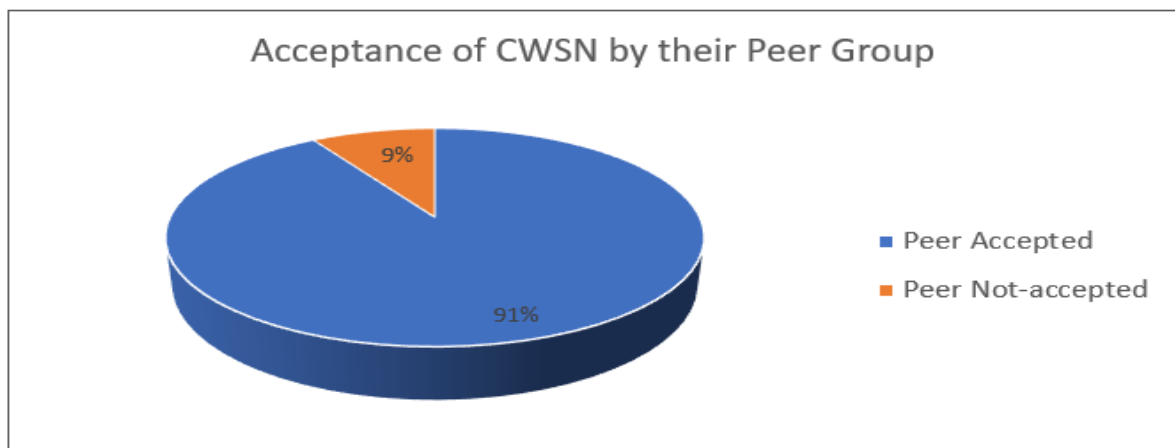


Fig 2: Level of Peer Acceptance towards Curricular Participation of CWSN

- The above figure reveals that all most all (91.11%) the peer group of CWSN like to do friendship with them. Out of which majority of them think they are equally competent.
- More than two third (>70%) of the peer revealed that they do not find any difference between them and their friend with special needs.
- Majority of them (77.77%) revealed that their friend with special needs regularly do not come to school and do not participate in curricular activities due to their physical condition and those who are with manageable condition love to participate in curricular activities based on their disability type.
- The peer groups also depicted that the rate of participation of their friend with special needs is more in teaching learning activities (87.77%) in comparison to other activities.
- They also revealed that majority (95.55%) of CWSN participation was higher in case of informal settings than the formal one.
- Peer of CWSN opined that they used to help their friend with special needs during teaching learning activities and motivate them to participate in different curricular activities.
- They also revealed that their friends with special needs face various challenges, out of which their physical condition was the most crucial one (94.44%) as they do not get proper medical treatment. Followed by which psychological factors such as lack of interest (86.66%) in participation found to be another major challenge.
- It was also been reported by majority (80%) of the peer group is that they do not receive much help from their friend with special needs.

4.3 Results related to the Challenges Faced by CWSN during Curricular Participation

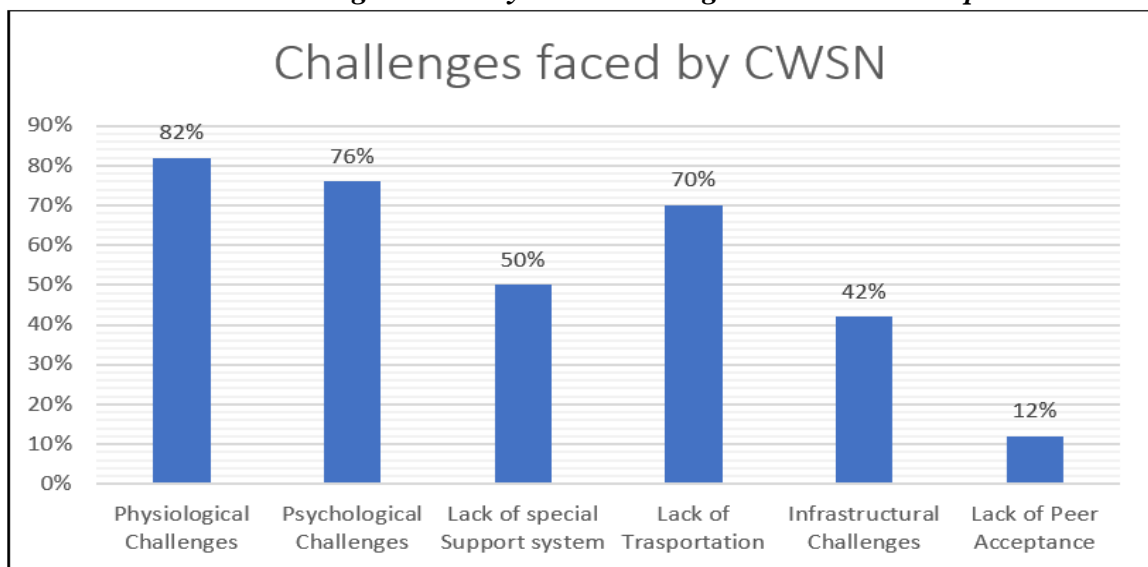


Fig 3: Challenges faced by CWSN in Curricular Participation

Fig 3 depicts that majority of CWSN revealed they face many challenges in participating in curricular activities. Among those most common challenges were Physiological (82%), Psychological (76%) lack of transportation facilities (70%), lack of special support services (50%), infrastructural facilities (42%) and peer related challenges (12%).

It was also found that CWSN with higher severity percentage shows non participation in curricular activities. Not only less participation but also found absent in regular basis. Level of motivation and self-esteem was found to be higher in case of CWSN as the majority of CWSN (70%) found themselves equally competent in comparison to their peer groups. But those who are with higher severity percentage found to be hesitant in participation. Challenges were more critical for them as there is no special facilities, trained special teachers to address their needs. Schools also lacks CWSN friendly infrastructure for differential level of disability.

5. Major Findings

1. Majority of CWSN (70%) reported that they participate in various curricular activities. Out of which majority (85.71%) of the CWSN participate more in Academic activities than the other activities. Whereas thirty (30%) percentage of CWSN were found not participating in any such activities.
2. All most all (91.11%) the peer group of CWSN like to do friendship with them. Out of which majority of them think they are equally competent.
3. Majority of them (77.77%) revealed that their friend with special needs regularly do not come to school and do not participate in curricular activities.
4. Majority of peer of CWSN help them to participate in academic activities and in other activities.
5. CWSN revealed they face many challenges while participating in curricular activities. Among which the frequently faced challenges are Physiological (82%), Psychological (76%) and lack of transportation facilities (70%).

6. Discussion

The analysis of results revealed that majority of children with special needs participate in curricular activities but the frequency of participation in activities other than academic was significantly low (Coster, Law, Bedell, Liljenquest, Kao, Khetani & Teplicky, 2012), especially in case of physical activities (Nyquist, Moser & Jahnsen, 2016). This was reported both by CWSN and their peer. Those who do not participate in curricular activities are of severe category of disability condition. It was interesting to find positive perception among peer towards their CWSN peer. Majority of the peer happily accept CWSN in all curricular activities. But majority of the peer reported that CWSN are irregular in their attendance in the school due to their physical condition. Peer of CWSN in most of the cases found supportive in terms of academic and emotional support which was found contradictory to the findings of Eriksson, Welander and Granlund (2007) and Lay and Su-Lynn (2018). They also motivate their CWSN peer for better participation treat them as one among them. Apart from this CWSN face various challenges related to physical, psychological, lack of resources, inclusive infrastructure, and lack of transportation facility.

7. Educational Implication

- Administrators and teachers need to take necessary measures to increase the participation of CWSN in curricular activities.
- Policy planners need to ensure necessary infrastructural and specialized facilities for CWSN for inclusive participation.
- Strategies to be developed on home-based education for children with severe disability condition.

8. Conclusion

The study reflects a need of increase in participation of CWSN in curricular activities especially in non-scholastic areas. The peer acceptance towards CWSN was impressive that reflects the process of inclusion is in a better pace. But there is gap between available inclusive facilities and actual need of CWSN.

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