



CHAPTER - II
REVIEW OF RELATED
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2.0.0 Introduction

The review of related literature in research is of immense importance, because it provide comprehensive understanding of what is already known about the topic.

The main functions of citing review of literature are to provide a basis for developing a framework. It provides up-to-date knowledge of the latest development, findings, recommendations, tools and loop holes of researchers. It help to avoid duplication of what has been already done, and provides useful directions and helpful suggestions for research work.

In the words of Carter V. Good “The key of the vast storehouse of published literature may open doors for sources of significant problem which explains hypotheses and provides helpful orientation for a definition of the problem and helped in the selection of procedure and also provide comprehensive data for interpretation of results”. Thus a review of related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. An attempt has been made to review some of the studies which are directly or indirectly related to the present investigation.

2.1.0 Review of the Related Studies

Kumar,S.A. (1985) conduct a study on comparative study of the interests, needs and adjustment problem of gifted and average children, result shows that the gifted children constituted 12 % of Delhi’ school population. The gifted children were highly interested in scientific and medical areas. The average children highly interested in literacy and medical area. The gifted children were more interested in the art, outdoor and sports areas.

MATHUR, ABHA,(1985) reported in her study on “A comparative study of the adjustment problem, level of aspiration, self concept and academic achievement of crippled children and Normal children” , result showed Crippled children differed significantly from normal children in school adjustment, emotional adjustment and total adjustment however ,when comparison was made separately for boys and girls. Significant differences were found

between children and normal children. crippled boys and normal boys and crippled girls and normal girls in the level of aspiration measured in terms of goal discrepancy score.

Jyothi and Reddy (1996) compared the adjustment and self-concept of hearing impaired and normal children and found that hearing impaired and normal children differed significantly in three areas, viz. health, emotionality and masculinity-femininity, where hearing impaired children exhibited a better quality of adjustment than the normal children. Hearing impaired children had low self-concept compared to normal children. Result showed that Girls from the working mother group and boys from the non-working mothers group showed better adjustment with peers. The boys from the nonworking group were better adjusted to teachers than those from working group. The girls from the group did not differ in adjustment to teachers.

Choudhary et al.(1997) a study on “academic achievement of the peers accepted and peer rejected children” on a sample of 136 children of 4th, 5th and 6th grades. Data were obtained using group socio-metric method and school records. Result of the study indicated that peer accepted children were found to be academically competent than peer rejected children.

Graaf and Biji (2002) concluded that mental health status differs between the hearing impaired and the general population. For both categories, the risk of mental distress was higher in those with more communication problems, lower levels of self-esteem, and poorer acceptance of the hearing loss.

Pivic, Maccomas and Laflamme (2002) identified four types of barriers to inclusive education such as environmental barriers, intentional attitudinal barriers, unintentional attitudinal barriers, and limitations inherent to the physical disability.

Wake and Poulakis, (2004) reported that children with minimal sensor neural hearing loss exhibited significantly greater dysfunction than children with normal hearing on self-reported variables such as behavior, energy, stress, social support, and self-esteem.

Biswas and Panda (2004) investigated the attitudinal barriers to Inclusive Education and found that there are numerous barriers such as lack of physical and information resources,

volume of demands, and inappropriate management to the approach and we must build competence to overcome them gradually but systematically step by step.

Lukomski (2007) examined differences between deaf and hearing students' perceptions of their social emotional adjustment as they transition to college. The results showed that deaf students rated themselves as experiencing significantly higher home life difficulties than hearing students, and deaf students rated themselves as having fewer coping difficulties than hearing students. Results also revealed that deaf females rated themselves significantly higher on worry than deaf males, hearing females, and hearing males.

Hussain .et.al (2008) conducted a study to examine the level of academic stress and overall adjustment among public and government high school students and also to see relationship between the two variable (academic stress and adjustment). Result indicated that magnitude of academic stress was significantly higher among the public school students where as government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationship between academic stress and adjustment were found for both the group of students and for each type of school.

Gehlawat (2009) conducted a study to find out the adjustment among high school student in relation to their gender. The objectives of the study to study the emotional, social and educational adjustment of class x student with respect to their gender. To compare the total adjustment of class x students with respect to their gender. Result showed that No significant difference was found in the of emotional adjustment of boys and girls class x.

Phogat. Dinesh and Chaudhary, Neetu (2011) conducted A study of adjustment of visual challenged adolescents in relation to their degree of impairment. Measure finding ,the totally visually challenged female adolescents are found to be better adjusted as compared to totally visually challenged male adolescents. There is no significant difference between the adjustment of totally visually challenged male and partially visual challenged female adolescents.

Prajapati (2012) conducted a study to examine the adjustment pattern of the secondary and higher secondary school boys and girls. The result showed that the secondary school going

boys are more adjusted in social area than secondary school girls. Secondary school girls are more adjusted in educational area than higher secondary school girls.

Singh, Ranjan. Rajni and Hemant Namdev (2014) a survey of “Bharat mai samaveshi shiksha ki disha and disha” result showed that according to 2011 population census total no. of CWSN in India was 26810557. Only 5% of CWSN students was enroll in a schools. In them of 20 % CWSN students left the school before complete the class 2nd or third. the main problem in inclusive education founded inappropriate environment, inappropriate attitude of teachers parents anfd society , inappropriate resources and rejection of diversity of classroom.

Sadhana varma RIE Bhopal (2014) conducted A study of awareness and attitude of teachers towards inclusive education, the result showed that there is no significant difference in attitude of male teachers and female teachers. There is some difference in attitude of government school teachers and private school teachers. There is no significant difference in male teachers and female teachers attitude towards inclusive education.

2.2.0 Reflection

The studies in the area of adjustment along with other variables have revealed that adjustment is the most important for the proper development of the student’s overall personality. It is also important for CWSN better adjustment, because better adjustment of CWSN is also the part of good inclusion. It can be visualized from the above quoted researches that the area of the adjustment has been investigated in different context some found was positive result but also some found was with negative result so it must be investigated what was the condition of the adjustment of CWSN in inclusive school because adjustment of the school children is dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, environmental, curricular, teachers attitude and peers support so It is important to know the adjustment of CWSN in inclusive school. So in this present study the researcher attempted to study “A study of adjustment of CWSN in inclusive school ”
