Applied study on the factors that influence school performance in children with motor disabilities treated in Techirghiol Sanatorium

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Abstract
Children with special needs in general and those with motor disabilities, in particular, have been subjected to processes such as exclusion, marginalization and discrimination, especially in the school environment where they spend a good part of the time. Applying a personalized intervention program aims to integrate them into the group class, increasing social gradient and increase self-esteem. Children with motor disabilities should be regarded as equals, not with pity or indifference.

Keywords: disabilities, motor skills, self-esteem, integration

1. Introduction

The issue of persons with special needs form a complex semantic field, located in a constantly changing and looking for a uniform definitions, to be both rigorous and do not stigmatize, was of concern in recent years. To be rejected because of what you are, to have the feeling that people avoid you because of a certain race, nationality, religion, social class or, more - infirmity, is a great suffering. It is a concerted effort of implementing the educational opportunity for all children to provide normal living conditions, applicable and useful concept in any society because it can be adapted to any social changes. The objective of this research is to integrate children with disabilities in school and, in fact, a full inclusion of people with disabilities. To achieve this objective, it is necessary to resolve social rejection, experienced by these people faced with the society

2. Methodology

2.1. Objectives: The objective of this research is to increase school performance of children with motor disabilities by implementing an intervention program specialized in the application of a model of educational psychological diagnosis. Educational intervention program will serve to stimulate motivational and affective-emotional disabled children both individually and within the group class.

Identification ofthe numerical frequency of pupils with physical disabilities in mainstream schools;

1. Evaluation of educational performance of students with physical disabilities compared with that of students considered to be somatically and functionallyclean;

2. Initial evaluation of academic suitability prognostic function in school performance of children with motor disorders;

3. Creating a model of educational psychological diagnosis for children with motor disorders;

4. Analysis of psychosomatic factors that intervene in the educational development of children with disabilities;

5. Design and implementation of a specialized intervention program realized following the educational diagnosis for compliance to education;

6. The final evaluation of school performance; comparison (before and after intervention).

2.2.Participants:

The research includes a sample of 35 subjects, and upper secondary school students, aged 11-18 years, of which:

-17 subjects with impaired driving mechanical and upper and lower limb (congenital short leg and congenital dislocation of the hip), and deficiencies in posture (kyphosis and scoliosis). The research takes place in the children's Techirghiol- Sanatorium.

-18 subjects without motor deficiencies.

2.3. Instruments: Rosenberg Test for measuring self-esteem level.

A test measuring children's motivation to learn (family induced).

2.4.Data analysis:

There is an average of the variable academic performance higher in deficient subjects compared to the healthy, which means better school results of the deficient students compared to that non-deficient and thus confirming at this stage the first hypothesis of the paper.

3. Results

Table 1: Subject age.

N	Valid	35
	Missing	0
Mean		12,6857
Mode		11,00
Minimum		11,00
Maximum		17,00

Table 2: Level of self-esteem and family induced motivation to deficient pupil compared to those healthy.

	Motor deficiencies	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem	YES	17	27,4118	5,84229	1,41696
	NO	18	31,6111	4,47396	1,05452
Family induced motivation	YES	17	36,1176	4,56731	1,10773
	NO	18	37,7778	5,79610	1,36615

According to Table 2, one can observe a significant difference in the level of self-esteem in deficient students, compared to healthy subjects. Thus, deficient students have a medium level

self-esteem (score between 17-33), while healthy students have a high self-esteem (score between 34-40). It therefore confirms, in a first stage, the second hypothesis.

But in terms of motivation induced by the family for better learning, it appears that there are significant differences, even more - healthy students are more strongly influenced / determined by the family to engage in learning.

Table 3: Self-esteem and Family Induced Motivation

	Motor deficiencies	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem	YES	17	27,4118	5,84229	1,41696
	NO	18	31,6111	4,47396	1,05452
Family induced motivation	YES	17	36,1176	4,56731	1,10773
	NO	18	37,7778	5,79610	1,36615

Table 4: Independent samples t test results for the comparison between subject variables: self-esteem and motivation induced family.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-esteem	Equal variances assumed	1,406	,244	-2,396	33	,022	-4,19935	1,75279	-7,76543	-,63327
	Equal variances not assumed			-2,377	29,977	,024	-4,19935	1,76630	-7,80672	-,59197
Family induced motivation	Equal variances assumed	,663	,422	-,937	33	,355	-1,66013	1,77097	-5,26319	1,94293
	Equal variances not assumed			-,944	32,004	,352	-1,66013	1,75882	-5,24272	1,92245

Table 5: Statistical data on the overall average on deficient students, compared to healthy subjects.

	Overall average
Mann-Whitney U	102,500
Wilcoxon W	255,500
Z	-2,097
Asymp. Sig. (2-tailed)	,036

a. Grouping Variable: Motor deficiencies

4. Discussions

The following conclusions emerge from the study group:

- The level of performance in school of pupils with motor deficienciesis higher compared to healthy students' school performance (higher grade averages compared to healthy subjects). It therefore confirms first case of the work;
- The self-esteem of deficient students is medium, and inferior compared to healthy students, with a significant difference (SD) of 5.84 in deficient and (SD) 4.47 in healthy subjects;

In the applied tests, some deficient students stated that they are named as having "wooden leg", "robot hand" or " lame puppy ", which insinuates the fall in the level of self-esteem, in conjunction with the stressors involved in medical rehabilitation.

Also, among deficient pupils,there are cases that believe that they can succeed in life otherwise besides learning in school, namely by "appearance", "look".

So, through these conclusions, a premises is created for further research, considering the early confirmation of the two hypotheses.

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