

Intellectual Disability: An Inclusive Reality, Teacher- Parental Perspective

Dr. Paul Puduserry, CSC: Ph.D. ¹, Mr. Mintu Bhattacharya ²

1 Former Head, Deptt. of Education, Assam Don Bosco University, India

2 Assistant Professor, Gauhati University, India

Corresponding Author: Mr. Mintu Bhattacharya

Abstract: Children with intellectual disability are one of most marginalized group among the children with special needs. Inclusive education is the answer for their all-round development and social integration. Teachers and parents both play an important role in their lives especially when it comes to their education. The success of any educational system can be truly be seen when there is inclusion of children with special needs, developing in them in academics, social, emotional and spiritual skills, accessibility of the infrastructure facilities and administration. The enactments, policies and programs are to create inclusive schools that will enhance the integration differently abled children into society. This study is an attempt to identify the various educational needs of children with intellectual disability from the perspectives of parents and teachers at elementary level administered by the state government. The research finding indicates that most of the parents are unaware about the inclusive educational needs of their wards. Teachers appears to be moderately satisfied with the inclusive educational environment prevail at the schools.

Key words: Children with Intellectual Disability, Inclusive set-up, Inclusion, Parents, Teachers.

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I. INTRODUCTION

United Nation Convention on Rights of Persons with Disabilities (UNCRPD) and Right to Education strongly propose for the inclusive education for all kind of disabilities. With the introduction of the new Rights of Persons with Disabilities act, 2016 which also emphasizes for inclusion of children with special needs in general schools. As various act and policies strongly recommends for the advancement of children with special needs in schools but enrolment of students in most of the Indian states found to be poor including Northeast India.

The dream of inclusive education and Education for All can only be fulfilled if and only children with Intellectual disability are included in the mainstream schools of various parts of India including Northeast India. The word inclusion basically based on the assumption that general classroom teacher not only includes the students physically in the classroom setting but also delivers effective, individualized instructional programmes. The word 'Inclusion' should not only be given importance theoretically but also must be applied in real life situation. Everybody must understand that the equal access to education for children with special needs is a matter of right and not a privilege provided by anybody. The awareness of understanding children with intellectual disability is lacking up in the society. The understanding of children with intellectual disability may be from the point of view of inappropriate infrastructure, scarcity of specific special educators, stigma associated with disabilities etc. Moreover, the no. of general classroom teachers are increasing day by day but without the untrained and inexperienced teachers are increasing Therefore, due to the above mentioned various barriers, parents and children finds it challenging to obtain resources, support and maintain motivation throughout the long years of educating a child with intellectual disability.

Statement of the Problem- The present study has been stated as, “**Intellectual Disability: An inclusive reality, Teacher- Parental Perspective**”.

Operational definitions:

Children with Intellectual Disability- It refer to children who lack intellectual ability studying in the Government schools of the study area (Kamrup District).

Inclusive set-up- This refers to include the children with special needs (intellectual disability) with children without disabilities in regular schools which accommodate all types of diverse learners in the same settings.

Parents- The data has been collected from either Father or Mother or Guardian or the child is being associated most of the time in case of nonexistence of the parents

Primary – Foundation stage of schooling.

II. OBJECTIVES OF THE STUDY

1. To study the inclusive educational needs (IE Needs) of children with intellectual disability at elementary level
2. To study the significant relation, if any, between the inclusive educational needs as perceived by teachers and parents

Delimitation of the Study- The study is delimited to elementary level teachers of Children with Intellectual disability elementary level of Schools of Kamrup District, Assam.

Significance of the Study- Teachers' constitute the backbone of school system. Thus success of inclusive education purely depends upon the fulfilment of inclusive educational needs in the schools. The role of schools purely depends directly on the quality of its teachers especially for the children with special needs. In order to improve and raise the standard of education for children with special needs first and foremost step should be to produce effective teachers. Therefore there is an utmost need to study on the status of children with Intellectual disability in the inclusive set- up in Kamrup district of Assam.

III. REVIEW OF RELATED LITERATURE

McCoy, 2016 in his study examined the role of parental expectations in understanding social and academic well-being among children with disabilities in Ireland. Parents' beliefs about their children's abilities have a strong influence on achievement and self-concept, raising important issues around the need to promote equality of opportunity, raising awareness of the educational opportunities available, promoting positive expectations and engagement with school and the importance of promoting a range of opportunities for achievement. Hamedanchi, in 2016 did a phenomenological study on bitter experiences of elderly parents of children with intellectual disabilities. The findings of this study suggest that the elderly parents of children with intellectual disability experience many sorrows and unpleasant feelings, but they mostly consider the social factors as the cause of problems and not the presence of the child. The results also indicate that older parents cannot look after the child as before in their old age; so, future well designed studies are required for identification of the process of supporting them. Deepika, 2014 did a study on the effect of individualized educational programme on learning of functional skills among mentally challenged children in inclusive setting in Jhajjar, district of Rajasthan. The study emphasized on the assessment and comparison of the various functional skills viz. personal, social, academic and occupational skills in mentally challenged children. The sample of 60 moderate mentally challenged children from 7-10 years has been taken in this respective study. Six schools were selected for the identification of the various functional skills. The results showed that Inclusive Educational programme is very effective in learning the various functional skills in inclusive setting. The study also found that various strategies like peer tutoring, cooperative learning are found to be very effective. There is an significant enhancement in the participatory level in social activities in the inclusive setting. Kalita, 2013 in his research study also explained about the inclusive education programme for disabled children under Sarva Siksha Abhiyan Mission (SSA) in Assam, India. The main objective of the study was to study the position of identification, enrolment, attendance of CWSN of different categories. The study also emphasized on monitoring, supervision and various distribution of aids and appliances of various types of disabilities. The data collection was done for seven special focus districts of Assam. Amongst the identified CWSN, orthopedically impaired has highest no. enrolled in the schools. The researcher has found that SSA has provided a no. of aids and appliances to the different types of children with special needs. The most supplied aids and appliances were hearing aids, wheel chair, and tricycle.

IV. METHODOLOGY OF THE STUDY

The present study follows Descriptive Survey Method and is based on primary sources of data.

Population of the Study- The total population of the study is selected as the total population of children with intellectual disability present in Kamrup district of Assam. A total of 457 children with intellectual disability is found to be present in the Kamrup district of Assam in elementary level (SSA Assam, 2017). Children with Intellectual Disability studying in the elementary schools of Kamrup district including Kamrup Metro and Kamrup Rural of Assam.

Sample of the Study- The researchers had selected 50 parents and teachers, 10 parents and teachers have been selected from each of five selected educational block of Kamrup District namely- Boko, Guwahati (Metro),

Hajo, Rampur, Rani by following Cluster Sampling Technique. Selection of the schools had been done randomly.

Tool Used- The researchers has used RoWi's Scale on the status of educable mentally challenged children studying in Inclusive Setup. A new scale on the status of educable status of children with intellectual disability developed by the authors which consists of five domains, i.e. (a) Academic status, (b) Social status, (c) Psychological status, (d) Administrative status and (e) Infrastructure. Content validity was established with the help of three experts.

Statistical Technique Used- The investigators had applied simple percentage, frequencies, mean, t-test and graphical representation respectively for statistical analysis of data.

Delimitation of the Study- The present study is delimited to only Assamese Medium elementary Schools of selected five blocks of Kamrup district of Assam.

Description of the study Area Description of the study Area: Kamrup district is located on the north bank of river Brahmaputra and shares the international boundary with Bhutan in the north and interstate boundary with West Bengal in the west. Five blocks from Kamrup districts have been selected out of the thirty three (33) districts of Assam. The districts consists of 15, 17, 542 population which forms 13.18% of total population of the state. The district has the literacy rate of 72.81 % where the male literacy rate is 73.44% and female literacy rate is 59.54%.

V. ANALYSIS AND DISCUSSIONS

Sample size

Name of Blocks	Teacher	Parent	Total
Boko	10	10	20
Guwahati(metro)	10	10	20
Hajo	10	10	20
Rampur	10	10	20
Rani	10	10	20
Total	50	50	100

The above table shows about the selection of the samples from the Kamrup district of Assam. Meanwhile, the Kamrup district of Assam is divided into Kamrup metro and Kamrup rural respectively. The researcher collected the total samples for the teachers and parents from the five blocks of the Kamrup metro (1) and Kamrup rural (4) district of Assam. The collection of the data is done from the various inclusive schools present in the various blocks of the Kamrup district of Assam. The collection is done uniformly from the 10 teachers and 10 parents from 10 different inclusive schools of the various blocks of kamrup metro and kamrup rural of Assam. The different blocks of Assam used by the researcher in the study are Boko, Guwahati (metro), Hajo, Rampur and Rani.

T-Test: Significant Difference of domains between Teachers and Parents

Category	N	Mean	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)	
Social	Teacher	50	91.38	12.244	7.800	2.106	98	.038*
	Parent	50	83.58	23.156				
Emotional	Teacher	50	93.18	19.186	-1.560	-.457	98	.648
	Parent	50	94.74	14.621				
Admin	Teacher	50	78.64	12.103	-7.420	-2.386	98	.019*
	Parent	50	86.06	18.354				
Infra	Teacher	50	57.32	14.255	4.040	1.501	98	.137

	Parent	50	53.28	12.615				
Academic	Teacher	50	56.16	4.007	2.360	1.670	98	.098
	Parent	50	53.80	9.154				
IENEED	Teacher	50	83.30	2.779	.300	.336	98	.738
	Parent	50	83.00	5.678				

*Significant at 5% level

Significant difference between Teacher and Parents of Social skills

Category	N	Mean	Std. Deviation	Mean Difference	t	Sig. (2-tailed) P-Value
Teacher	50	91.38	19.186	7.800	2.106	.038*
Parent	50	83.58	14.621			

*Significant at 5% level

The above table describes the difference between the teachers and parents with the various domains respectively. It can be seen that the mean difference of the teachers and parents shows little difference between the approaches of social needs. The social domain clearly projects about the teacher positive perspective towards children with intellectual disability. The mean scores 91.38 of the teacher shows about the positive aspect of the social needs of children with intellectual disability in the schools. The mean scores of the parents are 83.58. Parents of children with intellectual disability show about 83.58 which feel about the compatibility with the social needs of children with intellectual disability as compared to teachers i.e. 91.38. The mean difference was found to be 7.800. The t value for the social domain was found to be 2.106 & P=.038 which indicates the difference is significant at 5% level.

Significant difference between Teacher and Parents of Emotional skills

Category	N	Mean	Std. Deviation	Mean Difference	t	Sig. (2-tailed) P-Value
Teacher	50	93.18	12.244	-1.560	-.457	.648
Parent	50	94.74	23.156			

The above table describes the differences between teachers and parent’s responsiveness about the emotional skills of children with intellectual disability. From the above table it can be said that the perception of the teachers and parents are almost same as the mean scores defines about the scores. The standard deviation score for the teacher is 12.244 as compared to 23.156 for parents. The mean differences for both the scores are -1.560. The t value for the emotional needs was found to be -0.457 & P= 0.648 which indicates the difference is not significant.

Significant difference between Teacher and Parents of Administration

Category	N	Mean	Std. Deviation	Mean Difference	t	Sig. (2-tailed) P-Value
Teacher	50	57.32	14.255	4.040	1.501	.019*
Parent	50	53.28	12.615			

*Significant at 5% level

The above mentioned table indicates about the differences between the teachers and parent’s receptiveness of the administration maintained by the school authority towards children with intellectual disability. It can be seen that the mean scores partially varies in both the categories. The mean score of the teachers are found to be 57.32 as compared to parents which is 53.28. The parent’s feels most of the schools are having less administration as they maintain the school in pretty not well arranged manner. The teachers are little bit concerned about the administration of the schools. The administration needs to be strict while administrating the various needs of children with intellectual disability. The mean difference is -7.420. The t-value is -2.386 & p value =0.019 which indicates the difference is significant at 5% level

Significant difference between Teacher and Parents of Infrastructure

Category	N	Mean	Std. Deviation	Mean Difference	t	Sig. (2-tailed) P-Value
Teacher	50	57.32	14.255	4.040	1.501	.137
Parent	50	53.28	12.615			

The above table shows the significant difference between the teachers and parents with respect to infrastructure of the various schools. The mean score of both parents and teachers varies from each other. The mean score of the teacher is found to 57.32 as compared to 53.28 for parents. The standard deviation for the teachers was found to be 14.255 and for parents was found to be 12.615. The mean difference score is 4.04. The t value for the significant difference is 1.501 and p value=0.137 which indicate the difference is not significant.

Significant difference between Teacher and Parents of Academics

Category	N	Mean	Std. Deviation	Mean Difference	t	Sig. (2-tailed) P-Value
Teacher	50	56.16	4.007	2.360	1.670	.098
Parent	50	53.80	9.154			

The above table depicts the significant differences between teacher and parents of academic skills for children with intellectual disability. The mean score of the teacher is 56.16 as compared to 53.80 of the parents. The standard deviation for the teachers was found to be 4.007 as compared to 9.154. The mean difference score is 2.360. The t value is 1.670 and p value=0.098 which indicate the difference is not significant. According to Parents and teachers, Academic skills of children with intellectual disabilities are not significant.

Significant difference between Teacher and Parents of Inclusive Educational Needs (IE NEEDS)

Category	N	Mean	Std. Deviation	Mean Difference	t	Sig. (2-tailed) P-Value
Teacher	50	83.30	2.779	.300	.336	.738
Parent	50	83.00	5.678			

The above table informs about the significant differences between teacher and parents awareness about IE NEEDS of children with intellectual disability. The mean scores of the teacher is 83.30 & Parents is 83.00. The mean standard deviation scores of the teacher is 2.779 as compared to 5.678. The mean difference score is 0.300. The t value is 0.336 & P=0.738 which indicates the difference is not significant. The IE needs reported by teachers as well as parents is near to similar.

**Correlations between IE NEED and Other dimensions (Parents+Teachers)
N=100**

	Mean	Std. Deviation	Pearson Correlation	Sig. (2-tailed)
IE NEED	83.15	4.450	1	
Social	87.48	18.840	.062	.540
Emotional	93.96	16.989	-.026	.800
Admin	82.35	15.910	.011	.916
Infra	55.30	13.545	-.067	.507
Academic	54.98	7.129	.168	.095

The above table depict that the relationship between IE Need and Social status is positively correlated $r=0.062$, $p=0.540$ which is not significant at 0.05 level. When Social status increases, than IE needs also increases simultaneously. The positive relationship depict that social skills are not significant as with respect to IE Needs

Relationship between IE Need and Emotion is showing negative correlation $r=-0.26$, $p=0.800$ which is not significant at 0.05 level. The negative relationship depict that emotional activities is high and are not significant with respect to increase of IE Needs.

Administrative domain is correlated with IE Need shows positively correlative $r=0.011$, $p=0.916$ which

strength is very less (1%). The relationship between these two factors is not significant. We can conclude that present administrative structure is good and it can be increased to some extent for significant relationship.

Correlation between Infrastructure and IE Need is negatively correlated. ($r=-0.067$, $p=0.507$) which is not significant at 5% level. From the analysis we can observed that the shortage of infrastructure in educational institution of sample surveyed, IE Need is more important to fulfil.

Academic domain is not correlated with IE Need which indicates the strength is positively correlated. The Pearson $r=0.168$ and $p=0.095$ indicates the relationship between Academic and IE Need is not significant at 0.05 level. It can reveal that academic status of students in schools needed to be improved.

Correlations between IENEED and Other dimensions (Teachers)
N=50

Domain	Mean	Std. Deviation	Pearson Correlation	Sig. (2-tailed)
Total_IENEED	83.30	2.779	1	
Total_Social	91.38	12.244	.352(*)	.012
Total_Emotional	93.18	19.186	-.174	.227
Total_Admin	78.64	12.103	-.093	.520
Total_Infra	57.32	14.255	-.013	.930
Total_Academic	56.16	4.007	.008	.954

* Correlation is significant at the 0.01 level (2-tailed).

The above table depict that the relationship between IE Need and Social status is positively correlated $r=0.352$, $p=0.012$ which is significant at 0.01 level. When the Social status increases, than IE needs which also increases simultaneously.

Relationship between IE Need and Emotion is showing negative correlation $r=-0.174$, $p=0.227$ which is not significant at 0.05 level. The negative relationship depict that emotional activities is high which is not affected with increase and decrease of IE Needs.

Administrative domain is not correlated with IE Need, shows negative correlation $r=-0.093$, $p=0.520$ which strength is very less (5%). The relationship between these two factors is not significant. We can conclude that present administrative structure can be increased to some extent for significant relationship.

Correlation between Infrastructure and IE Need is negatively correlated. ($r=-0.013$, $p=0.930$) which is not significant at 5% level. From the analysis we can observed that the shortage of infrastructure in educational institution of sample surveyed, Infrastructure Need is more important to fulfil.

Academic domain is not correlated with IE Need which indicates the positively correlated. The Pearson $r=0.008$ and $p=0.954$ indicates the relationship between Academic and IE Need is not significant at 0.05 level.

Correlations between IENEED and Other dimensions (Parents)
N=50

Domains	Mean	Std. Deviation	Pearson Correlation	Sig. (2-tailed)
Total_IENEED	83.00	5.678		
Total_Social	83.58	23.156	-.020	.889
Total_Emotional	94.74	14.621	.067	.642
Total_Admin	86.06	18.354	.056	.701
Total_Infra	53.28	12.615	-.116	.424
Total_Academic	53.80	9.154	.198	.168

The above table depict that the relationship between IE Need and Social status is negatively correlated $r=-0.020$, $p=0.889$ which is not significant at 0.05 level. When Social status is increased than, IE needs also increases simultaneously. With the increase of social status, IE Needs to be increased for positive and significant relationship

Relationship between IE Need and Emotion is showing positive correlation $r=0.067$, $p=0.642$ which is not significant at 0.05 level. The positive relationship depict that emotional activities is high which can be increased for a significant relationship.

Administrative domain is not correlated with IE Need shows positively correlative $r=0.056$, $p=0.701$ which strength is very less (5%). The relationship between these two factors is not significant. We can conclude

that present administrative structure can be increased to some extent for significant relationship.

Correlation between Infrastructure and IE Need is negatively correlated. ($r=-0.116$, $p=0.424$) which is not significant at 5% level. From the analysis we can observed that the shortage of infrastructure in educational institution of sample surveyed, infrastructure Needs is more important to fulfil.

Academic domain is not correlated with IE Need which indicates the positively correlated. The Pearson $r=0.198$ and $p=0.168$ indicates the relationship between Academic and IE Need is not significant at 0.05 level.

VI. MAJOR FINDINGS OF THE STUDY

- The mean difference of the teachers and parents (83.58) shows little difference between the approaches of social needs as compared to 91.38 of teachers for **Social Skills**. The difference between teachers and parents is significant at 5% level.
- The perception of the teachers and parents are almost same as the mean scores defines about the scores. The standard deviation score for the teacher is 12.244 as compared to 23.156 for parents for **Emotional Skills**. The difference between teachers and parents is not significant.
- The mean scores for **Administration** domain partially varies in both the categories. The mean score of the teachers are found to be 57.32 as compared to parents which is 53.28. The difference is significant at 5% level
- The mean score of both parents and teachers varies from each other for **infrastructure** domain. The mean score of the teacher is found to 57.32 as compared to 53.28 for parents. The difference between teachers and parents is significant at 5% level for infrastructure domain.
- According to Parents and teachers, Academic skills of children with intellectual disabilities are not significant. The mean score of the teacher is 56.16 as compared to 53.80 of the parents.
- **The IE needs** reported by teachers as well as parents are near to similar. The mean scores of the teacher are 83.30 & Parents is 83.00. The difference between teachers and parents is not significant.

Correlations between IENEED and other dimensions (Parents+Teachers)

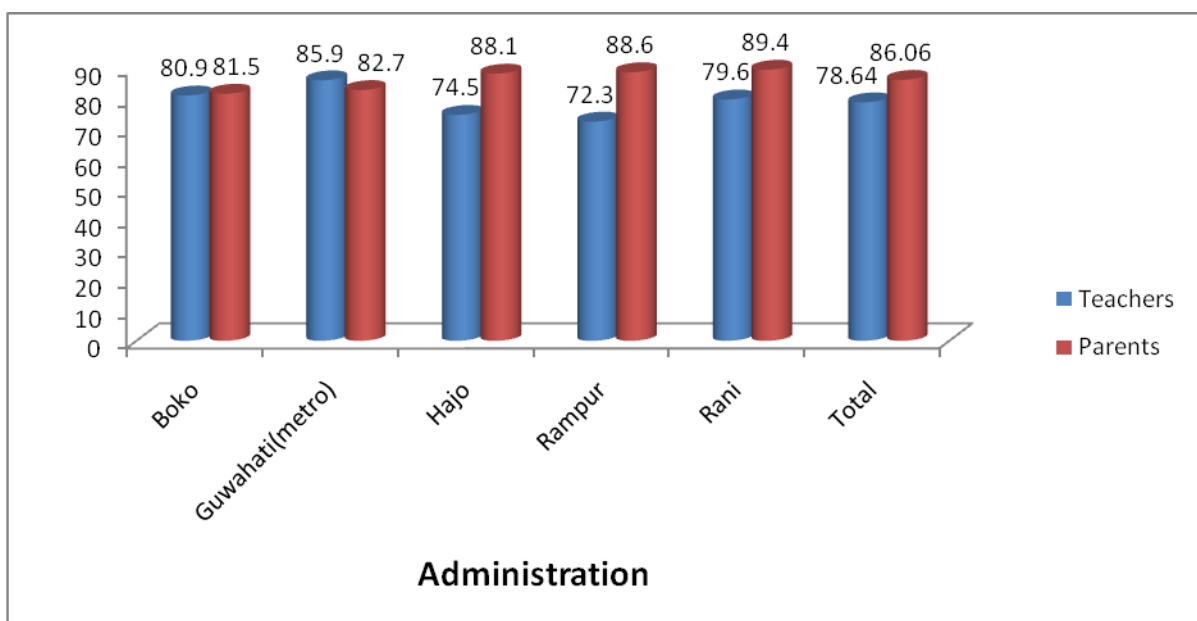
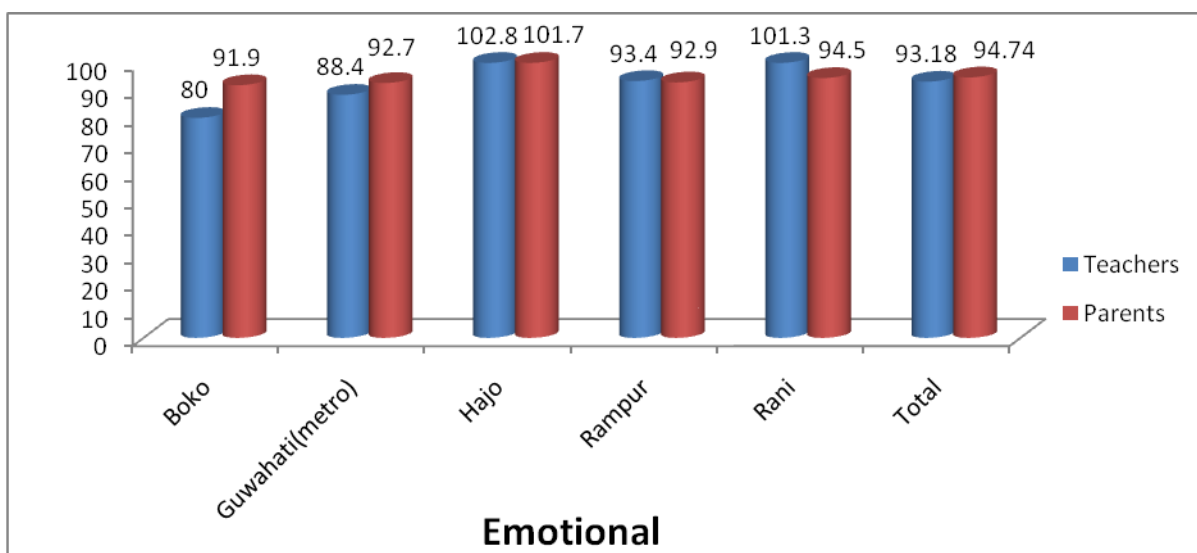
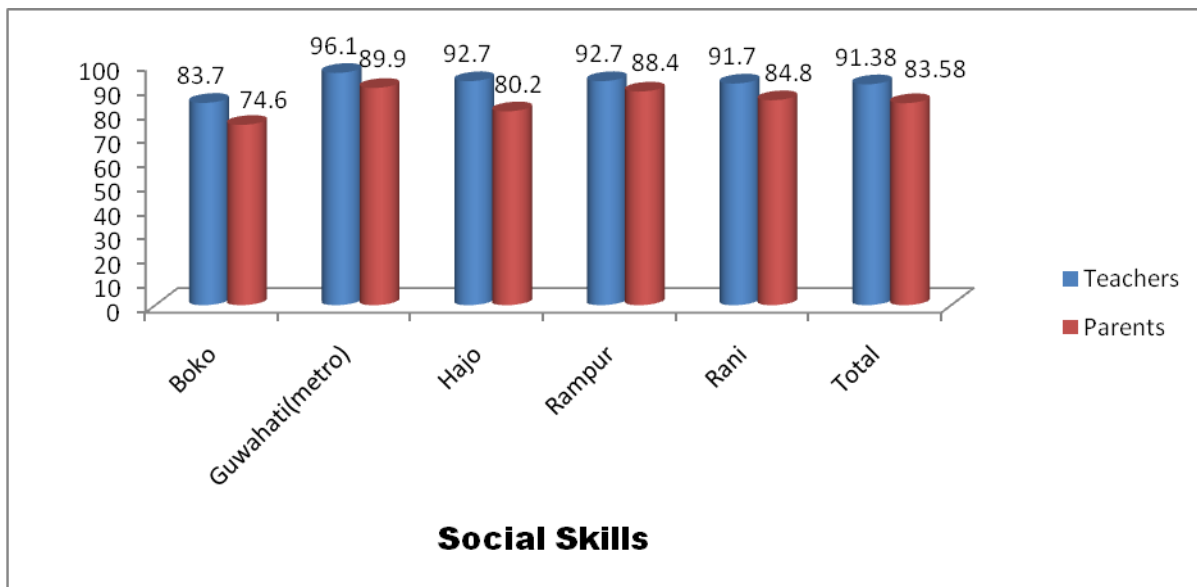
- IE Need and Social status is positively correlated $r=0.062$, $p=0.540$ which is not significant at 0.05 level. The positive relationship depict that social skills are not significant as with respect to IE Needs
- Relationship between IE Need and Emotion is showing negative correlation $r=-0.26$, $p=0.800$ which is not significant at 0.05 level.
- Administrative domain is not correlated with IE Need, shows negative correlation $r=-0.093$, $p=0.520$ which shows the strength is very less (5%).
- Infrastructure and IE Need is negatively correlated. ($r=-0.067$, $p=0.507$) which is not significant at 5% level.
- Academic domain is not correlated with IE Need which indicates they are positively correlated. It can reveal that academic status of students in schools needed to be improved.

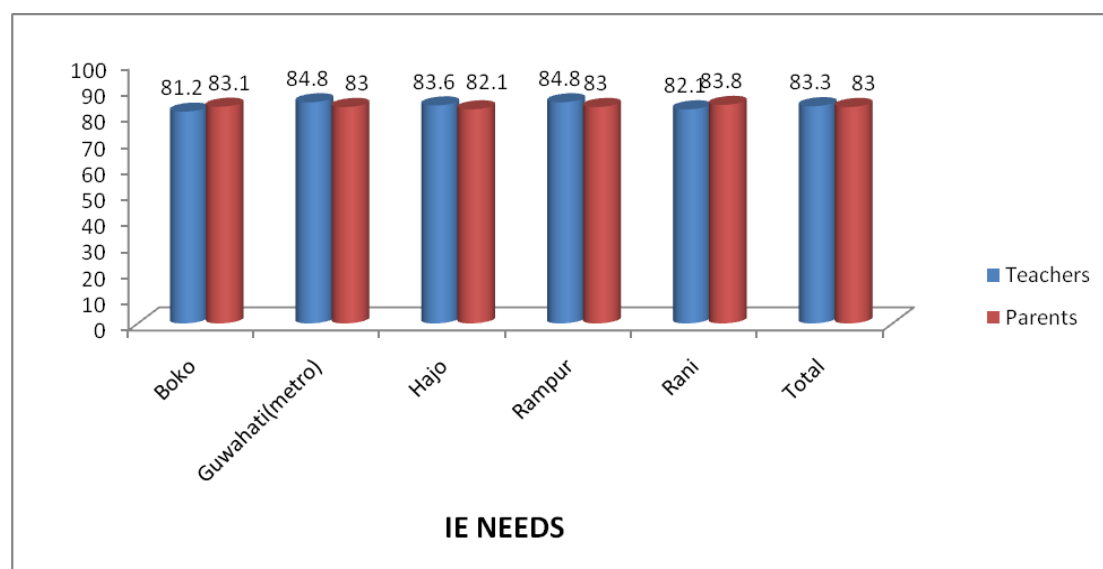
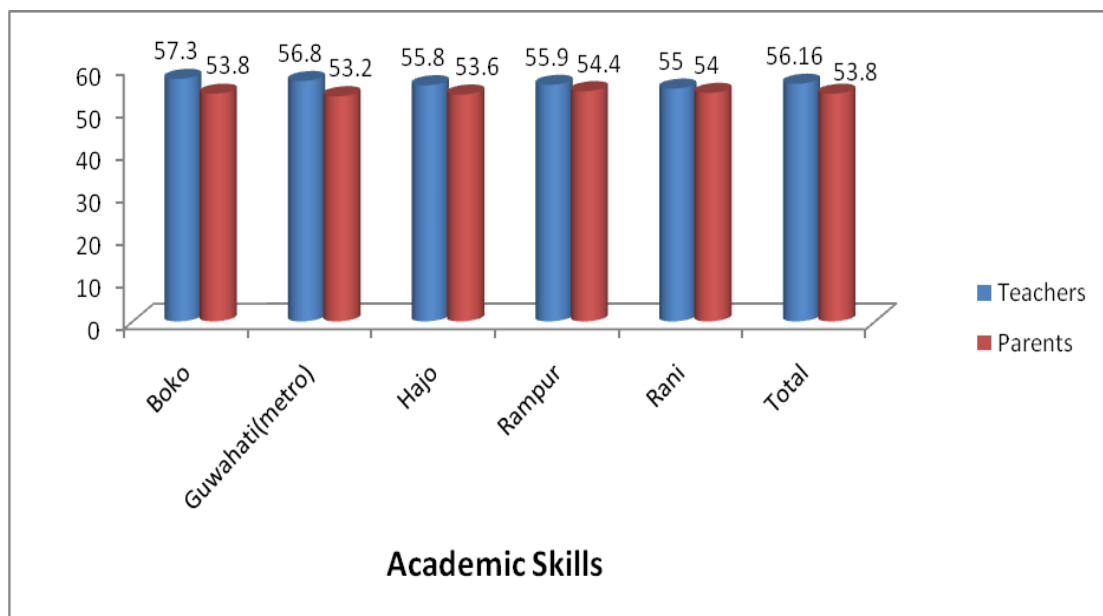
Correlations between IENEED and other dimensions (Teachers)

- IE Need and Social status is positively correlated $r=0.352$, $p=0.012$ which is significant at 0.01 level. When Social status is increased than IE needs which also increases simultaneously.
- IE Need and Emotion is showing negative correlation $r=-0.174$, $p=0.227$ which is not significant at 0.05 level. The negative relationship depict that emotional activities is high which is not affected with increase and decrease of IE Needs.
- Administrative domain is not correlated with IE Need, shows negative correlation $r=-0.093$, $p=0.520$ which strength is very less (5%).
- Correlation between Infrastructure and IE Need is negatively correlated. ($r=-0.013$, $p=0.930$) which is not significant at 5% level.
- Academic domain is not correlated with IE Need which indicates the positively correlated.

Correlations between IENEED and other dimensions (Parents)

- The relationship between IE Need and Social status is negatively correlated $r=-0.020$, $p=0.889$ which is not significant at 0.05 level.
- Relationship between IE Need and Emotion is showing positive correlation $r=0.067$, $p=0.642$ which is not significant at 0.05 level.
- Administrative domain is not correlated with IE Need shows positively correlative $r=0.056$, $p=0.701$ which strength is very less (5%).
- Correlation between Infrastructure and IE Need is negatively correlated. ($r=-0.116$, $p=0.424$) which is not significant at 5% level.
- Academic domain is not correlated with IE Need which indicates they are positively correlated.





VII. CONCLUSIONS

The study reveals the current status of inclusive set-up in Kamrup district of Assam. It is evident from the study that inclusion process has to be taken up seriously in the various schools for the all round development of children with special needs including children with intellectual disability. The various components like academic skills, social skills, emotional skills, administration process and infrastructure of the school are some of the essential components which have to be taken with utmost preference for the effective inclusion of children with intellectual disability. The awareness of various acts and policies by parents and teachers are also very essential for development of their wards. It is very essential for the collaboration of parents and teachers for setting up the educational programme together for the greater form of grand success of the children with intellectual disability.

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