

“Inclusion of Children with Intellectual Disabilities in Regular Schools: General Educators’ view point in Bijnor district, U.P”.

Abstract

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The present study is entitled as “Inclusion of Children with Intellectual Disabilities in Regular Schools: General Educators’ view point in Bijnor district- U.P”. This study was conducted on regular school teachers. It includes both rural and urban, male and female, government and private school teachers. A total of 170 general educators were selected for sample of the particular study. The study uses descriptive survey method to investigate general educators’ viewpoint on inclusion of children with intellectual disabilities in regular schools. The data was analysed through qualitative and quantitative methods. Descriptive statistics and ANOVA were used to analyse the data. The major findings of the study suggest that the variables influences of demographic control variables, that is, age, Qualification, experience, salary, gender, locality and type of school on Awareness, Attitude, Knowledge and Difficulty faced by general educators. The mean scores of awareness, attitude, knowledge and difficulty does not differ with age groups, years of experience, salary groups and private and government schools for the entire variables. The mean score of awareness, attitude, knowledge and difficulty shows significant and difference exists between respondents of urban and rural areas. The findings will be helpful for teachers, students, parents, stakeholders and policy makers for better inclusion of ID children in regular schools.

Keywords: Students with intellectual disability, Inclusive education, General educators.

Introduction

In many countries throughout the world today, education is seen as a major developmental agenda. It has become necessary for governments, districts, teachers and parents to ensure that school children have a right to education to the highest range of potential. As a result, education has become a basic requirement as a fundamental human right. It has become clear that to be able to provide quality education to school children, everyone is bound to contribute (Gratz, 2010; National Education Association, 2011). One of the important goal of education is to support the holistic and over all development. According to **Swami Vivekananda**: “Education is the manifestation of the divine perfection, already existing in man”.

Inclusion has developed from a long history of educational innovation and represents school improvement on many levels for all students (Skritic et al, 1991). Inclusion in education is an approach to education students with special educational needs, where students with special needs spend most or all of their time with non-disabled students. Inclusion is about the child's right to participate and the school's responsibility to access the child, and a premium is placed upon participation by students with disabilities and upon respect for their social, civil, and educational rights. UNESCO World Conference argued that a school "...accommodates all children regardless of their physical, intellectual, social. Linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized area and groups" (UNESCO, 1994).

Statement of problem

"Inclusion of Children with Intellectual Disabilities in Regular Schools: General Educators' view point in Bijnor district, U.P".

Operational definitions of the important terms

Inclusion

Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other considerations. This should include disabled and gifted children, street and working children, children from remote populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups {UNESCO-2003}.

Children with intellectual disability

The current 2010 definition of American Association on Intellectual and Developmental Disabilities: "Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday conceptual social and practical skills. This disability originates before the age of 18." (AAIDD, 2010)

General teachers

General Educators refer to those who teach and educate general students in regular schools. **Regular schools**

Regular schools refer to those schools wherein general children study following the strict rules and regulations.

Review of literature

The following table explains about the major studies conducted on Inclusive education

S.No	Researcher	Statement of Problem	Major findings
1	Frank B. (2013)	Inclusive Education and children with disabilities in Ethiopia.	The study arguing that inclusion will not be achieved by merely focusing on access but must involve changes in society and systems and a critical reflection on the objective of inclusive education for students with disabilities.
2	Aldaihani M (2011)	A comparative study of Inclusive Education in Kuwait and England.	The results suggest internal and external barriers at different levels to the development of inclusive education for children with mild intellectual disabilities, particularly in Kuwait. The main implication of the study is that once these barriers are identified, holistic frameworks can be implemented using knowledge of the local context with international support to successfully adopt more inclusive practice.
3	Horne P.E (2009)	To investigate teacher's perception of the impact of inclusion of children with special needs on their classes,	Findidnts revealed that some of the teachers' primary concerns were planning time, meeting needs of all students, and ongoing professional development to respond effectively to the increasingly diverse needs off students in the classroom.
4	Sultan S (2014)	Inclusive Education for children with special needs in India: A review study.	The results of the studies indicated that the regular school teacher's attitudes are more positive for children with special needs. They are in support of inclusive education of students with special needs. For the successful inclusion, the teachers suggested that there is a need for in-services training for normal school teachers on management of students with special needs for the best school polices, and support from the society, parents of disabled and non-disabled student.
5	Joseph (2006)	A study in Kerala to find out	The results of the study indicate that in general

		the opinions of regular primary school teachers towards inclusion of children with Mental Retardation	majority of primary school teachers were in support off inclusive education of children with Mental Retardation. However, they wanted only the children with mild mental retardation in their classroom.
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Objectives of the study

1. To find out the attitude of general educators towards Inclusion.
2. To find out the awareness level of general educators about children with intellectual disabilities.
3. To find out the difficulties faced by general educators having children with intellectual disabilities in their class rooms.
4. To find out the knowledge about general educators regarding curriculum adaptations.

Research Questions

1. What is the attitude of general educators towards inclusion?
2. What is the awareness level of general educators about children with intellectual disabilities?
3. What are the difficulties faced by general educators having children with intellectual disabilities in their class rooms?
4. What is the level of knowledge of general educators regarding curriculum adaptations?

Methodology of Research

Design

The present study is a descriptive research study. Through the survey method, the aims of the study will be achieved at finding regular educators viewpoint on inclusion of intellectual disabilities in regular schools in Bijnor district, Uttar Pradesh

Sampling procedure

The researcher will select the sample through convenient sampling procedure. The total sample taken for the study will be 170.

Research Tools

The researcher will prepare a tool in the form of a Rating Scale for Regular Teachers working in Inclusive Set Up (RTIS) to assess the regular educators' views on the inclusion of children with intellectual disabilities in regular schools in the following domains:

- Attitude level

- Knowledge level
- Awareness level
- Difficulties level

Procedure for data collection

- The regular schools in Bijnor district of Uttar Pradesh will be identified where general educators are involved in the inclusion of PWID in regular schools.
- The questionnaire will be given to the concern authority of the schools to be distributed to the general educators.

The demographic control variables of study

Variables such as age, gender, experience, and locality, types of service, qualification and salary will be taken into consideration in the study.

Scope of study

- The study will help to find out the attitudes of general educator toward Inclusive education.
- The study will help to find out the awareness level of general educators toward Intellectual Disability.
- The study will help the teacher to know the importance of curriculum adaptations in the classroom set up.
- The study will help to find out the factors (age, gender, qualification, experience, types of service and locality) which effects teachers' viewpoint toward Inclusive Education.

Data analysis

- The Statistical Package for the Social Sciences (SPSS 20.0) will be used to facilitate appropriate data analysis.

Findings of study on demographic control variables

To study the influence of demographic variables on Awareness, Attitude, Knowledge and Difficulty faced by general educators.

This section analyses the influences of demographic control variables, that is, age, Qualification, experience, salary, gender, locality and type of school on Awareness, Attitude, Knowledge and Difficulty faced by general educators. The analyses were conducted using independent sample Z test or one way ANOVA.

1. Age: In this case, age group was considered to be the independent variable. It included three age groups as (a) Up to 30 years, (b) 31-40 years; (c) Above 40 years. It is inferred that the mean score of Awareness, Attitude, Knowledge and Difficulty does not differ with age groups.

Mean Standard deviation and F value for Age

Variable	Age	N	Mean	SD	F	p value
Awareness	Up to 30 years	52	14.90	1.97	0.528	0.591
	31-40 years	62	14.94	2.39		
	Above 40 years	56	15.29	2.12		
Attitude	Up to 30 years	52	14.00	2.38	0.143	0.867
	31-40 years	62	13.77	2.16		
	Above 40 years	56	13.95	2.60		
Knowledge	Up to 30 years	52	14.85	1.96	0.678	0.509
	31-40 years	62	14.50	1.93		
	Above 40 years	56	14.86	1.79		
Difficulty	Up to 30 years	52	2.92	1.23	0.480	0.619
	31-40 years	62	2.97	1.09		
	Above 40 years	56	3.13	1.10		

2. Qualification: In this case, qualification was considered to be the independent variable, which included three age groups as (a) Diploma, (b) UG; (c) PG. So it concludes that the variables Awareness, Attitude, Knowledge no significant difference exists between the different qualifications since the p value are more than 0.05.

Mean Standard deviation and F value for Qualification

Variable	Qualification	N	Mean	SD	F	p value
Awareness	Diploma	4	16.50	1.29	0.922	0.400
	UG	36	15.00	2.53		
	PG	130	15.01	2.09		
Attitude	Diploma	4	13.00	2.16	0.304	0.738

	UG	36	13.97	2.73		
	PG	130	13.91	2.28		
Knowledge	Diploma	4	13.50	3.32	0.858	0.426
	UG	36	14.78	2.17		
	PG	130	14.75	1.77		
Difficulty	Diploma	4	4.50	0.58	3.902	0.022
	UG	36	2.86	1.31		
	PG	130	3.00	1.06		

3. Experience: In this case, experience was considered to be the independent variable, which included three different years of experience as (a) Up to 10 years, (b) 11-20 years; (c) Above 20 years. So it concludes that the mean score of Awareness, Attitude, Knowledge and Difficulty does not differ with years of experience.

Mean, Standard deviation and F value for Experience

Variable	Experience	N	Mean	SD	F	P value
Awareness	Up to 10 Years	100	14.98	2.13	0.595	0.553
	11 to 20 Years	53	14.98	2.27		
	Above 20 Years	17	15.59	2.15		
Attitude	Up to 10 Years	100	13.96	2.37	0.430	0.651
	11 to 20 Years	53	13.68	2.32		
	Above 20 Years	17	14.24	2.61		
Knowledge	Up to 10 Years	100	14.65	2.04	0.860	0.425
	11 to 20 Years	53	14.68	1.65		
	Above 20 Years	17	15.29	1.72		
Difficulty	Up to 10 Years	100	3.02	1.18	1.618	0.201
	11 to 20 Years	53	2.85	0.99		
	Above 20 Years	17	3.41	1.23		

4. Salary: In this case, qualification was considered to be the independent variable, which included three salary groups as (a) Up to Rs. 10,000 (b) Rs.11, 000 to 20,000 (c) Above Rs, 20,000. So it concludes that the

variables Awareness, Attitude, Knowledge no significant difference exists between the different salary groups since the p value is more than 0.05.

Mean Standard deviation and F value for Salary

Variable	Experience	N	Mean	SD	F	P value
Awareness	Upto Rs. 10,000	45	14.76	2.27	0.919	0.401
	Rs.11,000 to 20,000	93	15.04	2.10		
	Above Rs. 20,000	32	15.44	2.27		
Attitude	Upto Rs. 10,000	45	13.84	2.49	0.039	0.962
	Rs.11,000 to 20,000	93	13.95	2.41		
	Above Rs. 20,000	32	13.84	2.14		
Knowledge	Upto Rs. 10,000	45	14.40	2.05	1.173	0.312
	Rs.11,000 to 20,000	93	14.91	1.77		
	Above Rs. 20,000	32	14.63	2.01		
Difficulty	Upto Rs. 10,000	45	3.09	1.31	3.858	0.023
	Rs.11,000 to 20,000	93	2.82	0.99		
	Above Rs. 20,000	32	3.44	1.16		

5. Gender: In this case, Gender was considered to be the independent variable, which included two groups as Male and Female. The result shows that no significant difference exists between male and female respondents for all the variables as the p value in this case is more than 0.05.

Mean Standard deviation and F value for Gender

Variable	Gender	N	Mean	SD	Z	P value
Awareness	Male	62	14.89	2.60	-0.699	0.485
	Female	108	15.13	1.89		
Attitude	Male	62	14.29	2.38	1.637	0.104
	Female	108	13.68	2.34		
Knowledge	Male	62	14.87	2.08	0.768	0.443

	Female	108	14.64	1.78		
Difficulty	Male	62	2.97	1.31	-0.332	0.741
	Female	108	3.03	1.03		

5. Locality: In this case, Locality of School was considered to be the independent variable, which included two groups as Rural and Urban. The result shows that significant difference exists between respondents of urban and rural areas for attitude since the p value is less than 0.05. But for awareness, knowledge and difficulty no significant difference exists between rural and urban areas as p value in this case is more than 0.05.

Table No. 4.17 Mean, Standard deviation and F value for Locality

Variable	Gender	N	Mean	SD	Z	P value
Awareness	Rural	127	15.01	2.11	-0.342	0.733
	Urban	43	15.14	2.39		
Attitude	Rural	127	13.69	2.34	-2.054	0.042
	Urban	43	14.53	2.37		
Knowledge	Rural	127	14.65	1.78	-0.921	0.358
	Urban	43	14.95	2.20		
Difficulty	Rural	127	2.96	1.13	-0.894	0.372
	Urban	43	3.14	1.15		

7. Type of School: In this case, Type of School was considered to be the independent variable, which included two groups as Government and Private. The result shows that no significant difference exists between respondents in private and government schools for all the variables since the p value is more than 0.05.

Mean Standard deviation and F value for Type of school

Variable	Gender	N	Mean	SD	Z	P value
Awareness	Government	45	14.73	2.61	-1.109	0.269
	Private	125	15.15	2.00		
Attitude	Government	45	14.13	2.46	0.770	0.442

	Private	125	13.82	2.34		
Knowledge	Government	45	14.82	1.98	0.407	0.685
	Private	125	14.69	1.87		
Difficulty	Government	45	2.98	1.20	-0.193	0.847
	Private	125	3.02	1.11		

Conclusion

This research was conducted to know the influences of demographic control variables, that is, age, Qualification, experience, salary, gender, locality and type of school on Awareness, Attitude, Knowledge and Difficulty faced by general educators. A good inclusive education permits all students with & without disabilities to participate in all classroom activities in equity. So therefore, inclusive education point out as a good solution to the question that how to educate the children with intellectual disabilities in more effectively. It is very important to give proper training programs for general educators in teaching methods that includes students of all capacities levels, as well as spreading awareness to teachers about the need of inclusive education, is one of the most important parts of fulfilling a system of inclusive education, because the general educators are the person who are going to accommodate the children with intellectual disabilities in the classroom. As the whole world is moving ahead towards inclusion, the nations' goal is inclusion in all work of life. Let all together work for the inclusion of All. It is also planned that the present study will be the base for comprehensive future researches in the area of inclusive education for students with intellectual disabilities.

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