

Attitude Of Parents Of Students With Intellectual Disability Towards Schooling And Education In Rural Tribal Areas Of Bankura District

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Abstract: *The Right to Education Act (RTE) started April-2010 brings the opportunity to come the child with special needs (CWSN) in main streaming school under inclusive education program. Education for children with special need in India has gone through significant changes over the last decade. However positive parental attitude always remain determining factor for school attendance & academic achievement of the students. The rate of attendance and school going attitude significantly decreasing for intellectually disabled students in rural tribal areas. Based upon this concept to assess the attitude of parents in rural tribal areas regarding schooling and education of their intellectually disabled children has taken. The research design was descriptive survey type. 20(Twenty) tribal parents (10 fathers & 10 mothers) having children with intellectual disability selected using purposive sample technique. Self constructed structured interview schedule with 15(Fifteen) questions was used for collecting data. The collected data were analysed with descriptive statistic of frequency count and percentage. The quantitative data converted into percentage that was subjected to meaningful interpretation & discussion. The result of the study showed that.*

- ✓ *Most of the parents are not aware about the disability of the child & the proper education needed.*
- ✓ *Parent's attitude is positive towards schooling but poor school achievement of the child is a cause to gradually losing interest.*
- ✓ *Parents showed negative attitude to accompany child due to lose of working day & wages.*
- ✓ *Parents expressed their stress and anxiety about the future of the child and escaping tendency from the situation by admitting the students in a residential institute.*

Keyword: *attitude, intellectual disability, Schooling. Education Parents, rural.*

I. INTRODUCTION

The Right to education Act (RTE) started in April-2010 brings the opportunity to come the child with special needs (CWSN) in main streaming school under inclusive education program. Education for children with special needs in India has gone through significant changes over the last decade. Intellectual Disability is a bio-psychosocial problem. It is perceived by different people by different manner ranging from burden of the family to the productive member of the society. The fact is that intellectual disability is a condition like visual hearing and locomotors, disabilities. The other

disabilities are obvious when we look at the affected person but intellectually disabled person most often looks normal without any physical deformities and therefore people have difficulties in understanding when he acts differently from other and it is less understood & misunderstood. According to American Association on intellectual & Developmental Disabilities (AAIDD-2010) *"Intellectual Disabilities is a Disability characterized by significant limitation both in intellectual functioning and adaptive behaviour, which covers many every day social and practical skill. This disability originates before the age of 18"*.

The effects of intellectual disability on children may take longer to learn & speak, walk & take care of their personal needs such as dressing, eating, bathing etc. As adult many people may lead independent lives in the community without paid support. Severe & profound group will have serious lifelong limitations in functioning. However with early intervention and appropriate education and support as an adult, all can lead satisfying lives in the community.

LEARNING CHARACTERISTICS OF INTELLECTUALLY DISABLED

- ✓ Mental age behind in all areas of cognitive development (e.g. -reasoning problem solving, working memory).
- ✓ Low achievement in most or all academic areas in most or all academic areas (e.g.-reading, comprehension, mathematics, written expression).
- ✓ Short attention span & early distractible.
- ✓ Delay in speech development.
- ✓ May not be confident in school and easily frustrated.
- ✓ Difficulties with learning concept.
- ✓ Academic difficulties last across the school years.
- ✓ May seem to learn more slowly than do other students.
- ✓ Difficulty with working memory task (e.g. - math facts or spelling word).
- ✓ May seem to remember information one day and forget in the next.
- ✓ Difficulty to generalising material learned in one setting to another (e.g.- from school to community).
- ✓ Delay in language may affect reading.
- ✓ Difficult to summarizing.
- ✓ Weak vocabulary.
- ✓ May operate at a concrete rather than abstract level of thinking.

CLINICAL DEFINITION OF INTELLECTUAL DISABILITY

The disability occurs in the development period of life (i.e. before age- 18) and is characterised by below average intellectual functioning. Most people with intellectual disability are born with the disability.

Clinically intellectual disability is assessed as:-

- ✓ An I.Q. of 70 or under plus
- ✓ Deficit in at least 2 areas of adaptive behaviour i.e.
 - Communication
 - Self care
 - Home living
 - Social skills
 - Self direction
 - Leisure & work
 - Learning

Based on the International classification of Diseases and Related Health problems, 10th Edition published by world Health organization.

Mild – I.Q. Level	50-69
Moderate I.Q. Level	35-49
Severe I.Q. Level	20-34
Profound I.Q. Level	below 20

[Intelligence represented in numerical Index]

II. CONCEPT & DEFINITION OF ATTITUDE

The attitude is the way a person, behaviour that employs an individual to make things. Attitude can be considered a moderately intense emotion that prepares or predisposes an individual to respond consistently in a favourable or unfavourable manner when confronted with a particular object. Attitude is defined as a mental & neural state of readiness, organised through experiences exerting directive or dynamic influence upon the individuals response to all objects and situations with which it is related (Allport, 1954)

All parents show one of three basic responses towards their retarded child. First, the child is accepted for what he is as he is, and the parent recognising the child limitation try to the best of their abilities to provide the most wholesome environment possible. Second, the parents either accept or reject the child with possible shading of acceptance & rejection reaction, but decided to institutionalise him. Third they reject the child either part or in whole (Ehlers Krishef & Protheren -1977).

In April 2010, universal free and compulsory education (RTE) was stated as the 8th fundamental right and according to it throughout the country children under the age group of 6 to 14 would received free and compulsory education and all students irrespective of their impairment should be educated in mainstream school in a regular school environment till the age of 18 years. So opportunity come to go to regular school for intellectually disabled children under RTE Act implanted through SSA [Sarva Siksha Avijan] RMS, [Rastriya Madhyamik Siksha Avijan] with zero rejection policy.

Here the study examined the parental attitude towards schooling and education of their intellectually disabled children in rural tribal areas of Bankura District.

III. REVIEW OF RELATED LITERATURE

The research literature indicates that there is a wide range of opinion amongst parents related to the placement of children in educational setting. Some parents prefer and advocate for inclusive placement, while others favour separate placement (Grove & Fisher 1999). As the trend towards inclusion grows, one of the chief concerns of parents is the protection of support services for their child. Deniel and king (1997) found that parents were more concerned about the degree to which their Childs individual educational plan (IEP) actually addressed the needs of their child when the child was being educated in an inclusive setting, as opposed to a segregated setting. It may be difficult for parents to find school with personal who are sufficiently knowledgeable about inclusive educational goals in order to provide appropriate service to their child (Grove & Fisher -1999).

Grove and fisher (1999) also found that the parents in their study view staff is lacking in knowledge about their child, and they found it difficult to asses teachers or other staff willing both to provide them with information and received information from them. Even when such a person is available, conflict can arise from divergent perspectives about the child's needs (Lake & Billings/ey -2000)

Gilmore, Campbell and Cuskelly (2003) examined the attitudes of experienced teachers and the community to the inclusion of students with Down's syndrome in regular classroom setting. They founded that parents recognised the educational social & emotional benefit of inclusive education for both students with disabilities & their nondisabled classmates despite these finding the authors stated that the majority of parents felt that the needs of students with disabilities could be better met in special education classes. The authors found that those in the community who supported inclusive practices had fewer negative stereotypes about down's syndrome.

Arora and Nelson (2001) analysed the comments of 140 parents of students with severe disabilities who were in special education setting to identify the reason for their support of, or resistance to, inclusive education. Positive affirmations about inclusive practices provided by about half of the parents revealed that they believed their children would enhance their achievement and develop improved functional skills due to higher expectation and additional stimulation in regular classroom. Free man and Alkin (2000), who investigated parents attitudes to socialisation and inclusion parents who participated in the study believed that students with server disabilities who were included in regular classroom setting would be rejected socially. Even when parents believed inclusion to have beneficial social implications, they still maintained that those with severe disabilities would be rejected.

Thomas and Loxley (2007) pointed out that inclusive education, as it appears is embedded in a range of content political and social, as well as psychological and educational. They were in agreement with the conclusion arrived at by others (Fuller and Clark, 1994; Ainscow 1999) who acknowledge the fact that schooling is so closely tied to local condition and cultures that important of practices from else where is not easy. As a result attempts to realise the goals of inclusive education have resulted in different educational arrangements and outcomes in different countries.

STATEMENT OF PROBLEM

Education & training is the most effective tools for intellectually disabled children for living independently in the society. The right to education act (R.T.A) started in April-2010 brings the opportunity to come to intellectually disabled students to go to main streaming school. But the attendance of intellectually disabled students in school is not regular & gradually decreasing in rural tribal area. So this study sought to find out the attitude of tribal parents towards schooling and education of their child with intellectual disability.

PURPOSE OF THE STUDY

- ✓ To assess the view of tribal parents on schooling & education of intellectual disabled students.
- ✓ To identify the relation between the school achievement of intellectually disabled and parental interest.
- ✓ To examine the relation between socio economic condition and schooling attitude.

IV. METHODOLOGY

Research Design- The study was descriptive survey type to investigate the attitude of tribal parents of rural area regarding schooling & education of their intellectually disabled child. The study used both quantitative & qualitative technique of research (mixed method). The quantitative data converted to percentage for interpretation & discussion.

Sample- A total 20 (Twenty) tribal parents (10 Fathers & 10 Mothers) with intellectually disabled child (Mild & Moderate) selected using purposive sample technique from the rural area of Bankura District of West Bengal.

Tool- The study was descriptive so self constructed. Interview schedule with 15(Fifteen) questions used for the study.

DATA COLLECTION AND ANALYSIS

For collection of the data the researcher administered the questionnaire on the participant.

The collected data was analysed with descriptive statistics of frequency count and percentage.

V. RESULT

Percentage of responses of all parents (N=20)

Sl.No	Question / Item	Yes N %	No N %	Not Sure N %
1.	Is your child is same like other child?	8 40%	7 35%	5 28%
2.	Do you aware about the disability of your child?	5 25%	9 45%	6 30%
3.	Is your child independent in daily living activities?	4 20%	11 55%	5 25%
4.	Do you think that your child should go school?	11 55%	7 35%	2 10%
5.	Do you observe any progress of your child after school going?	9 45%	7 35%	4 20%
6.	Do you think the facilities & Environment of the school is favourable for your child?	10 50%	5 25%	5 25%
7.	Do you think authority of the school take care your child appropriately?	8 40%	6 30%	6 30%
8.	Do you think other students of the school co-operate with your child?	6 30%	8 40%	6 30%
9.	Do you think that your child is slow in school performance & for this you gradually lose interest in schooling?	14 70%	3 15%	3 15%
10.	Do you think accompanying the child in school is loss of working days?	13 65%	5 25%	2 10%

11.	Do you think for attending school the income of the family reduced?	14 70%	3 15%	3 15%
12.	Do you think that it is a risky task to go outside for your child?	15 75%	3 15%	2 10%
13.	Do you think the child can lead normal life as a normal man in future?	6 30%	7 35%	7 35%
14.	Do you suffer in stress & anxiety for the future of the child?	13 65%	3 15%	4 20%
15.	Do you think the child as burden of the family & like to send in a residential school?	11 55%	5 25%	4 20%

Table 1

After analysis of the data the result of the study are:-

Majority of the parents 45% are not aware about the kind of disability of their child 40% parents believe that their child is like normal peers. Regarding ADL (activities in daily living) 55% parents commented that their child is not independent in essential daily work like bathing, toileting, feeding etc. 55% parents expressed their willingness and positive attitude towards schooling. Regarding progress of the child in school 45% parents expressed their satisfaction 50% parents are satisfied regarding the facilities & environment of the school. 40% parents opined that the school authority take care of their child appropriately. 40% parents expressed about the noncooperation of other peers in school. Intellectually disabled children characteristics are that they learned slowly. 70% parents were agree with the fact & commented that they are gradually losing interest for this.

In rural tribal area majoring of the intellectually disabled child comes from poor family. 65% parents commented that they loss their wages for accompanying the child for the day & for this the income of the family reduced according to 70% parents. 75% parents show over protective attitude towards outing of their child. Regarding the leading of normal life of the child in future the parents remain quite uncertain 35% Parents commented not sure and 35 % parents showed negative attitude. 65% parents positively commented about their stress and anxiety for the future of the child. 55% parents commented the situation as burden of the family & want to send the child in the residential institute.

VI. CONCLUSION

On the basis of discussion it may be concluded that:

Parents of rural tribal area of Bankura District having child with intellectual disability are not with proper knowledge about intellectual disability & the proper need of education of their child. The attitude of schooling & education was found to be moderately favourable but due to poor socioeconomic condition for loss of working days & wages they are unable to accompanying the child on regular basis. Poor school achievement and slow progress of the child played negative role in attitude building. Uncertain future, stress & anxiety remain major concern for attitude building resulting escaping tendency from the situation.

VII. LIMITATION

The main limitation of the study is less sample size. The study was only the attitudinal aspect of tribal parents towards schooling and education of the intellectually disabled child. Education levels, occupation, age of the child, socioeconomic condition were not considered. Future research with larger sample including all types of disabilities will be a further attempt.

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