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ATTITUDES OF PARENTS ON THE INCLUSION OF CHILDREN WITH MENTAL RETARDATION IN EDUCATION

MADHAVI. L .SHARMA

M.SC(HD),M.Phil (HD),B.ED Spl.Edu (MR),M,ED Spl.Edu (MR), P.HD (HD)
Consultant in Special Education

Abstract:

Parents are the first persons in the family who care the children with disabilities or children with mental retardation. Parents face difficulty while discussing occurred matters with their children. There may be some another reason. Many parents are worried about the isolation with their children with mental retardation will face as adults in terms of education, participation, responsibilities life experiences etc. Mentally handicapped children and adults have a right to education in the field of their interest and requirement and it can be possible with the concept of inclusive education with keeping the view in sense that every individual have right of to live their life as others. In education of the mentally retarded individual levels must be gain importance for training. The explanation must be adapted to their ability. Simple and user friendly material is needed for instruction and information. Much can be explained through role playing using everyday situations and language.

KEYWORDS:

Mental Retardation , instruction and information , education ,philosophy.

INTRODUCTION

The quality of education for the child with mental retardation should be provided with broad frame work. The philosophy of inclusive education which was result of continued appraisal of inclusion means educating children with mental retardation in a regular educational setting along with 'non-disabled' peers. Education, respect, opportunity, participation, equality, and Parenthood are probably the most debatable issue in normalization for Persons with mental retardation. The Education and equality of Persons with mental retardation is determined by the myths, concerns and ignorance of parents, professionals, and the general public.

All parents show of three basic responses towards their retarded child. First, the child is accepted for what he is, and the parents recognizing the child limitations try to the best of their abilities to provide the most wholes one environment possible in which the child can achieve his highest possible level. Second there parents either accept or reject the child, which possible shading of acceptance and rejection reaction but decided to institutionalize him, third they reject the child either part or in whole (Ehlers Krishef & Prothern 1977).

Reponal (1955) viewed that when deficiency is obvious at birth at when the deficiency is obvious

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at birth at when the realization slowly downs, the most serious problems are aroused by parental guilt, at having produced such a child. It was found out that well assorted couples who love each other and are bound together by strong mutual sympathy will tend to become even fiercer united to form a dose, defensive triangles as mothers, father and defective child. On the other hand if the bands between the couples are not strong has a disastrously disuniting effect. Each tense to blame the other, increasingly to find fault are criticizes dispersions increases and may lead to separation or family breakup . In the vast majority of cases there are difficult problems often largely unrealized. The reaction of most parents is a mixture of the submissive rejecting and over compensatory reaction

Submissive reaction: although submission may be achieved only with very great difficulty by some parents. It may be durable and stable reaction that accepts the fact of their child's backwardness out of deep religious conviction that enables then to adjust to their optimum level looking without their self respect. The less healthy form of submissiveness to be found among those parents who react depressively feel deep down that they have a defective child because of something bad in themselves that has come into the light. They cannot show their guilt, and shame in its true guise, however, they love the child and each other with a fierce over compensation love, and it is those people who form the bulk of those who trail from doctor to doctor hoping for a kind word unable finally to accept the truth.

Rejection - At the moment of birth, the mother will be so shocked and disappointed that she will never ask to see the child again. The rejecting reaction leads either to denial of the defective, unreal and neurotic love and care.

Rationalization: Most of the parents are desperate to find some explanation to find some explanation for the child's condition, and if a medical explanation is not sufficient parents may develop misguided reasoning of their own.

Avoidance: Many parents are extremely sensitive about their child's handicap. As a result to this, the parent's social anxiety is never given the opportunity to habituate and it becomes increasingly difficult for them to accept their children.

Denial: While denial may be a normal part of parental adjustment, it can also form a lifelong attitude characterized by a belief that the child will "catch up" The ambivalent over protective and rejecting attitude of the family may further arrest the growth of the retarded child and accentuate the existing condition.

The attitudes of Asian parents towards handicapped children are different for the two sexes. Whatever the handicapped the male child is pampered, cleaned, dressed and sent to school and it is believed that the handicapped son may marry the daughter of less well to do family who will look after the man and perhaps bear him wealthy children. There female handicapped individual is definitely considered as a greater burden it is expected that whatever the problem the mother of mentally retarded child should stoically and bravely face the situation. Since it is her duty and more often not she should face the situation single handedly, unaided by the rest of her family.

Proposed that negative view of oneself of the world, and of feature form a tried that leads to depression and self-blame not only people feel inadequate but they blame themselves for their inadequacies and failures. Cognitive distortions lead to needless self-blame, guilt, personalization is the greatest source of self-blame and guilt. Personalization is the tendency to relate events to oneself even when there no connection; that is to blame oneself for negative outcome over which has no control. Self-blame and guilt has lead to dysfunctional attitude and depression.

Several studies have been conducted on dysfunctional attitude and depression. A considerable number of studies have found a significant relationship between dysfunctional attitude and depressive symptoms. Dysfunctional attitude are negatively biased assumptions and beliefs regarding oneself, the world and future. The present study is undertaken with a view to understand the nature of parent's dysfunctional attitudes having children with Mental Retardation and without Mental Retardation. The study aims is to compare the dysfunctional attitude among parent having children with Mental Retardation and without Mental Retardation. Those parent having children with Mental Retardation of a particular group of parent who require special attention in planning intervention , which would be highlighted during the process of parental counseling and in the training of the parents in the future management of the mentally retarded child.

Considering these facts it has been planned to make a study entitled " Attitudes of Parents on the Inclusion of Children with Mental Retardation in Education. By this study the researcher intends to compare parental attitude that effect education, training, support the inclusion of children with special needs in Education in Nagpur, Maharashtra.

NEED & IMPORTANCE-

Education, respect, opportunity, participation, equality, and Parenthood are probably the most debatable issue in normalization for Persons with mental retardation. The Education and equality of Persons with mental retardation is determined by the myths, concerns and ignorance of parents, professionals, and the general public.

This study aims to study attitudes of parents on the inclusion of children with mental retardation in education. By this study the researcher intends to compare parental attitude that effect education, training, support the inclusion of children with special needs in Education in Nagpur, Maharashtra.

STATEMENT OF THE PROBLEM -

The present study on Attitudes of Parents on the Inclusion of Children with Mental Retardation in Education.

OPERATIONAL DEFINITION

1. Attitudes-“ Parent's attitude towards Inclusion refers to either a positive or a negative opinion of inclusion of children with mental retardation in education”.
2. Inclusion-“Inclusion refers to providing all students with enhanced opportunities to learn from each other's contributions, providing necessary services within the regular schools”.
3. Children with Mental Retardation-“The children with mental retardation refer to those children who require special or extra attention to make him independently towards personal, societal and economical norms.”
4. Education-“Education refers to overall development of personality or potentiality either they belong to disability or non-disability”.

OBJECTIVES OF THE STUDY

1. To find out the attitude of parents of children without mental retardation on the inclusion of children with mental retardation in inclusive education..
2. To find out the attitude of parents of children with disability on the inclusive of children with mental retardation in inclusive education..
3. To compare the attitude of parents with disability and parents without disability on the inclusive of children with mental retardation on inclusive education.

HYPOTHESIS–

There will be no significant difference between the attitude of parents of children with disabilities and without disability on the inclusion of children with mental retardation in inclusive education.

In this way the concept of Inclusion, attitude of parents of children with mental retardation, are theoretically explained. With this much background, investigator may pass on to next chapter dealing with pertinent literature.

The Phrase “Review of related literature: consists of two words i.e. review and literature. The review's means to organize the knowledge of the specific area of research to evolve and edifice of knowledge to show that the proposed study would be an addition to this field. In research methodology the term related literature refers to the knowledge of particular area of investigation of any discipline which includes the theoretical practical and its research studies the words “review and literature hence quit different meaning in the historical approach

John W. Best

Ballard (1999) echoes that most parents believe that the only way they would succeed in the goal of socialization as a way of enhancing inclusion would be through supporting one another, assessing information and asserting the right to be heard in the development of policy and practice. The Zimbabwe

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Education Act of 1987, revised in 2006, recognizes and acknowledges the importance of parental participation in the provision of equipment and facilities for Physical Education in an inclusive setting. The 2006 Education Act further empowers Committees/Associations run by parents to manage schools UNESCO,(2002). The School Development Committees/Associations call for the parents of CSN to join hands and work in collaboration with the physical education teachers towards the provision and availability of adapted Physical Education equipment like wheel chairs, brackets, balls, racquets, goal posts, basketball and tennis nets Kanhukamwe and Madondo,(2003).

According to Shanker (1995), other support services that parents should be involved in include the availability of aides who are trained to handle CSN, school personnel, peer grouping and infrastructure that would allow the effective implementation of an effective programme in Physical Education. Parental involvement in the school is both empowering to their children and themselves and it is through partnership with teachers that attitudes towards students with disabilities are changed productively in the school and community Chakuchichi et al.(2003) Lesotho Society of Mentally Handicapped Persons, (1997). Parental involvement in inclusive education also helps ensure professional understanding of the student as well as protection of the student against representation of cultural behavioural differences between groups Ashman,(2002). However, there are parents who prefer and advocate for inclusive education while others favour separate placement Grove and Fisher,(1999) Chakuchichi et al.(2003); Zindi,(2004). The majority of parents of CSN with negative attitudes towards inclusion argue that they want their children with disabilities to learn in special schools where there is safety, resource availability and specialist services Daniel and King, (1997) Sherrill,(1998).

According to Grove and Fisher, (1999)Parents are more concerned about the degree to which their child's individual education plan (IEP) addresses the needs of their child in an inclusive setting but it may be difficult for schools to find personnel who are sufficiently knowledgeable about inclusive educational goals in order to provide appropriate services to their child. Parents are aware that many teachers have negative attitudes towards CSN in physical education because they do not know how to teach them Winnick,(2000), that is, they do not have adequate specialist knowledge regarding handling learners with disabilities, hence they need knowledge in sport medicine, bioenergetics, sport psychology, sport sociology, kinesiology, biomechanics and exercise physiology Siedentop,(1990); Theodorakis et al.,(1995); Kanhukamwe and Madondo,(2003). However, even when knowledgeable personnel were available, conflict may arise from divergent perspectives about the child's needs Lake and Billingsley,(2000).

According to Winnick,(2000 A gradually increasing number of parents want their CSN to attend a regular school, that is, the same neighbourhood school that siblings and children without disabilities attend. Such parents believe that their children receive education that is as near to normal as possible as they are prepared for adult life Hardman et al.,(1993) Chakuchichi et al.(2003). There are parents who also reiterate that inclusive education in physical education promotes assimilation, accommodation, adjustment and adaptation among learners in a free atmosphere Ballard,(1999); Hallahan and Kauffman, (1994); Musangeya et al.,(2000) Kanhukamwe and Madondo, (2003). Numerous inclusive physical education models have been designed to help students with disabilities gain social competence and other skills to function fully and independently in regular physical education classes.

Review of pertinent literature is evident that training of parents, Peer or other family members / attendants of disabled child is very helpful not only in the understanding of the disability but also in handling the disability in an effective manner.

TOOLS-

To meet the objectives of the study, the investigator had developed questionnaires which were used to assess the subjects on Attitudes of Parents on the Inclusion of Children with Mental Retardation in Education.

Researcher has secured all the necessary help and references for planning and constructing the questionnaire. Before constructing the questionnaire the researcher has attained a clear understanding of the objectives of the study and the nature of the data needed. On the basis of the objectives of the research problem the researcher had constructed the questions. On total 30 questions are prepared for research.

The questionnaire first submitted to the guide for correction .After remaining the errors the questionnaire was resubmitted to the guide for scrutiny and then finally the questionnaire has been validate by taking suggestion to some experts / professional .After getting the questionnaire scrutiny it had been used or the pilot study with .A small group parents of student similar to those who would be use in the study. Scoring key -While administering the questionnaire each item of the qestion and rate them along a two point rating scale viz:

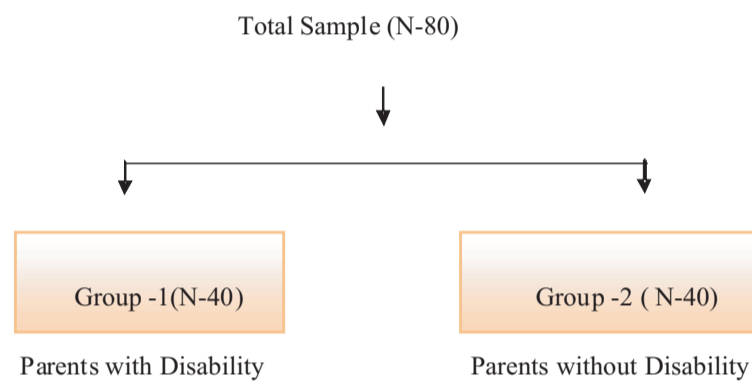
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- (i) Positive (yes) : +
- (ii) Negative (No): -

For each item on the questionnaire both parent of child with and without mental handicap may get any score ranging from Positive to negative depending on the response. Convert the total response into cumulative percentages by dividing by the total score .

SAMPLE:

A total of 80 Parents from both the children without disability and children with mental retardation from primary schools Yashoda High School and Savali Matimand Mulanchi Shala of Nagpur selected sample, were included for the study. The age group of Parents was between 25 – 50 yrs belongs to middle class family. Parents from both the children without disability and children with mental retardation were picked randomly from the primary schools and Special schools of Nagpur District of Maharashtra State. Two group designs based on Parents with disability and Parents without disability was employed.



DATA COLLECTION

The parents from both the children without disability and children with mental retardation were approached personally and individually. After obtaining their informed verbal consent the Parents from both the children without disability and children with mental retardation were asked attitude towards education in inclusive setup .They were assured that the information provided by them would be kept confidential and to be used only for their advantages and/or for dissertation purposes. In specific in one to one session with to assess the success of structured interview schedule was administered upon parents from both the children without disability and children with mental retardation.

To achieve this objective the investigator pooled the information gathered on Parents from both the children without disability and children with mental retardation (N-80) and the investigator work in following phases –

The Parents from both the children without disability and children with mental retardation selected for the study (and also their siblings) were approached personally and individually. Then the Parents from both the children without disability and children with mental retardation, selected for the study of both group were given brief information of inclusive education training in management in general environment of normal school in specific in one to one session. To assess the success of interviewing, a structured interview schedule was administered upon parents following the parents training programme. The areas to focus and schedule to be followed for parents training was fixed and held constant for every participant. After collection of data evaluation on questionnaire was carried out for all the samples of both the group. In this manner all the data were collected on respondents in individual settings.

MAJOR FINDINGS

1 . The finding indicates that 38 % of parents feel positive attitude towards inclusive education and 62 %

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of parents feel negative attitude towards inclusive education .This percentile respectively showing a highly significantly. In this study researcher find out that most of the parents without disabilities responded that inclusive education will not be beneficial for student with disabilities in regular class.

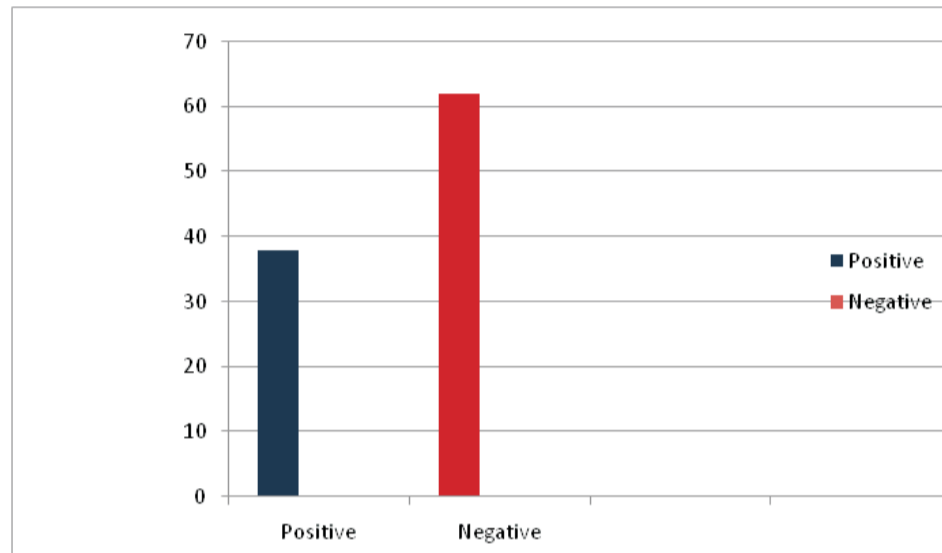


Figure -1 –Percentile Score on Attitude of Parents of children without Disabilities.

2 . The finding indicates that 68 % of parents feel positive attitude towards inclusive education and 32 % of parents feel negative attitude towards inclusive education .This percentile respectively showing a highly significant. In this study researcher observe that most of the parents with disabilities responded that inclusive education will beneficial for student without disabilities in regular class .

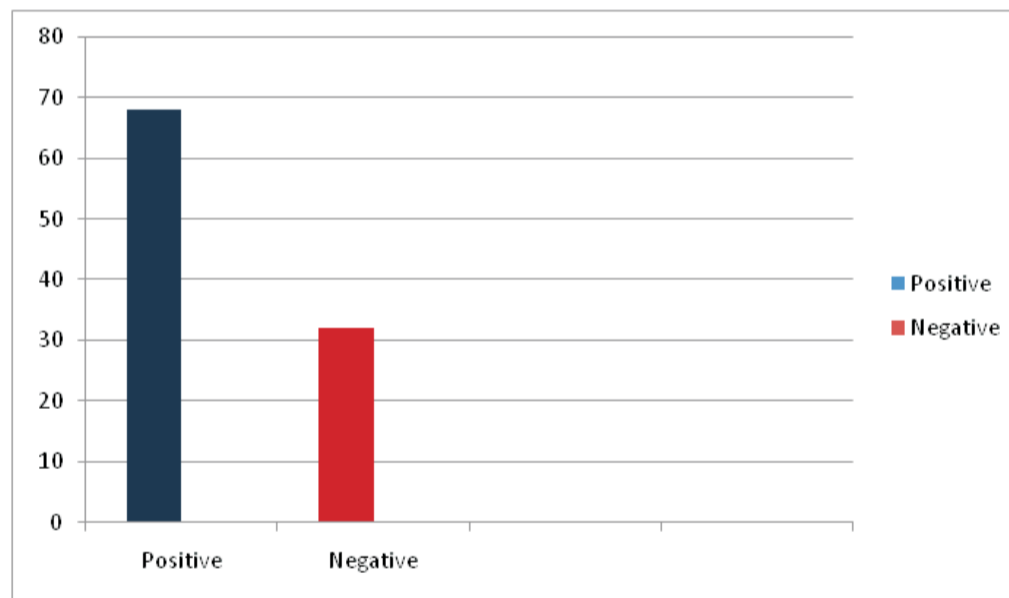


Figure -2 –Percentile Score on Attitude of Parents of children with Disabilities

3 .The finding indicates that 38 % of parents feel positive attitude towards inclusive education and 62 % of parents feel negative attitude towards inclusive education .This percentile respectively showing a highly significantly in Group -I. In Group -II scores that 68 % of parents feel positive attitude towards inclusive education and 32 % of parents feel negative attitude towards inclusive education. In this

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study researcher observe that some parents of children without disabilities feel inclusive education will benefited and on other hand most of the parents of children with mental retardation responded that inclusive education will beneficial for student without disabilities in regular class .

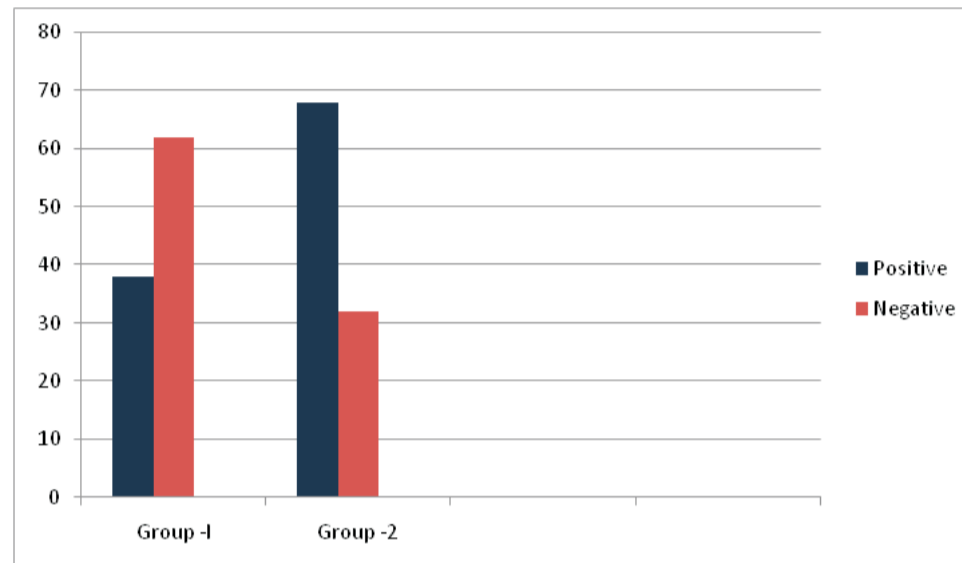


Figure -3 –Percentile Score on Attitude of Parents children without Disabilities and Parents of children with Mental Retardation.

SUGGESTIONS/RECOMMENDATIONS:-

- 1.Inclusive education should start by conducting both specialized programmes for disabled children and regular programmes for normal children under the same roof.
- 2.The school programmed should be designed in such a way that all activities like cultural games, art and craft etc. remain common for both normal and disabled children.
- 3.The design of the plan should include faculty from education as well as from other disciplines such a psychology, sociology, etc.
- 4.A committee may be burned with special general education, teacher, parents and the principal to explore research on incisive programs, report finding and recommendations to the faculty, solicit input and develop and implement the plan.
- 5.Regular and continuous communications and planning must take place among faculty members both before and after during the implementation process. emphasis should be laid on the promotion of behavior and emotional development of children.
- 6.Proper arrangement should be made for social support such as friends group.
- 7.Parents of disabled children should come forward to receive advice and information about their children additional support needs.
- 8.Students should be prepared for the inclusion of special educations students through discussions of acceptance, respect, maintaining and assisting.
- 9.Regulate interaction between the teachers and parents should be arranged to discuss the progress of children.
- 10.Parents of all children (both normal and disabled) should be taken to confidence, so that their children are given proper individual attentions in inclusive settings.
- 11.An effective approach to develop communities of belief about inclusion should be put into place by creating many opportunities for all community members to think carefully and discuss practical action.

CONCLUSIONS -

Researcher study attitudes of parents on the inclusion of children with mentally retarded student from testing 30 questions. Researcher concluded that attitude of parents without disabilities goes

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maximally towards negative approach more than 50% parents concluded that student with mentally research student cannot benefit in education cannot get equal opportunities cannot improve their skill & cannot feel comfortable. Normal students' parents say that they cannot better performance in academic skills. Researches observe that there is negative attitude of normal children parents on inclusion of mentally retarded Children.

Whereas mentally retarded children parents more than 50% parents have positive attitude about inclusive education with normal children they feel that mentally retarded children can benefit in education equal opportunity in regular class they feel that non government organization play an important role in education & mentally retarded children better performance in academic skills in inclusive education.

Researcher examine factor related to parents regarding their age gender education and income level. Researcher observe that more than 50% normal students not important in inclusion and inclusion is not more effective & cannot provide appropriate instructions, cannot affect the educational back ground age difference of husband & wife on the development of mentally retarded Children.

Whereas mentally retarded children parents have positive attitude about effect about effect of social economic students on the development of mentally retarded children. The implies that socio-economic status plays an important role in inclusive education & provide appropriate instruction use in inclusive education school. They feel that education background of the parents and age difference between husband & wife affect the development of mentally retarded Children.

Researcher wanted to examine factor related to multiple disability such as age gender education serving of mentally retarded type of tuning provide. Researcher concluded more than 50% normal student parent believe that mentally retarded is disease and teacher attitude important for implementation for inclusive education. Mentally retarded Children need individual support, so regular teacher need appropriate training because they believe that special methods & studies play. Main role in educating mentally retarded children that way regular teacher can give special attention to mentally retarded student & can provide appropriate teaching learning material to mentally retarded children which can receive required support for learning.

Whereas mentally retarded children parents maximums parents believe it is not a disease mentally retarded not required individual support regular teacher can teach non disable children in regular class room. Regular teacher will not needs to special training to teach mentally retarded children .It will not stream fully manage mentally retarded children with normal children in inclusive education .Regular teacher can give individual attention in inclusive education & can provide appropriate teaching learning material & plan inclusive education program me appropriately. Children with special needs will not required support for learning they only was not mental support or their teacher and class mates.



MADHAVI. L .SHARMA

M.SC(HD),M.Phil (HD),B.ED Spl.Edu (MR),M,ED Spl.Edu (MR), P.HD (HD)
Consultant in Special Education

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