



LEVEL OF PARENTS AWARENESS OF CHILDREN WITH DISABILITIES'

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ABSTRACT

Parents have the ability to have a significant role in their children's educational experiences if they are equipped with the appropriate knowledge and tools. Training programs like these highlight how crucial it is to have constant, well-funded, inclusive awareness campaigns that can alter to fit various people's needs. If we want to ensure that every child with a disability has access to the education, respect, and opportunities that are legitimately theirs, then we need to work in such a continuous manner. Challenging to ascertain the precise number of children who have impairments due to the fact that there are variations in terminology, assessment methods, and the criterion for eligibility. Additional factors that contribute to an underestimation of the prevalence rates in India include the limitations of census and general household surveys in terms of their ability to capture childhood disability, inadequate access to clinical and diagnostic services that are culturally appropriate, societal stigma that prevents families from disclosing information about children with disabilities, and a general lack of awareness regarding the benefits and facilities that are available for rehabilitation of children with disabilities

Keywords: Parents, Awareness, Disabilities'

INTRODUCTION

Policies for Inclusive Education

In accordance with the Salamanca Agreement and as part of India's commitment to inclusive education, the country has adopted policies that aim to encourage diversity and inclusion in the classroom. The Indian government initiated the Sarva Shiksha Abhiyan (SSA) as a component of its efforts to achieve universal education for all (UEE). One of the declared objectives of the program is to guarantee that all children between the ages of six and fourteen are provided with the opportunity to receive a free and obligatory education of a high standard. This provision was later included into the Constitution of India (Right to Education, 2002).

Larger classrooms have been created as a result of the objective of lowering the rate of student dropout and increasing the percentage of students who are literate. Despite the fact that the policies were drafted and included into the constitution, they were not sent to the people who were supposed to receive them. Since

its adoption in April of 2010, the Right to Education Act of 2009 (RTE Act) has been enforcing stringent policy execution. This act ensures that all children have the right to a public education that is both free and mandatory. It is essential for the success of educational efforts like this to have professors who specialize in general education since they serve as the foundation upon which any policy is built. Taking this into consideration, the Sarva Shiksha Abhiyan program has made it its objective to offer training for teachers of General Education at all grade levels, ranging from elementary school to high school.

Children with Special Education Needs and Prevalence

According to a survey conducted by the World Health Organization in 2011, 15% of the world's population is handicapped in some form. According to Maulik and Darmstadt (2007), it is challenging to ascertain the precise number of children who have impairments due to the fact that there are variations in terminology, assessment methods, and the criterion for eligibility. Additional factors that contribute to an underestimation of the prevalence rates in India include the limitations of census and general household surveys in terms of their ability to capture childhood disability, inadequate access to clinical and diagnostic services that are culturally appropriate, societal stigma that prevents families from disclosing information about children with disabilities, and a general lack of awareness regarding the benefits and facilities that are available for rehabilitation of children with disabilities (United Nations Children's Fund, 2008).

A child is considered to have special education needs if they meet the following criteria: (a) they have a disability that affects their motor skills, vision, hearing, language, or any other sensory or communication aspect of their body that makes it difficult for them to learn; (b) they have a disability related to cognition, such as a developmental or intellectual disability, a learning disability, or a slow learner who struggles academically; (c) they have a disability related to behavior, such as inattention, hyperactivity, or oppositional defiance issues; and (d) they have a disability related to social and emotional well-being, which is commonly referred to as Autism Spectrum Disorders, along with other psychological issues such as anxiety or depression, or a combination of these and other health conditions.

The children who have special education needs need more assistance when it comes to their academics. Through the modification of the curriculum and the assessment instruments, as well as the implementation of innovative methods of teaching and learning, we are able to assist them in reaching their full potential. Children who have difficulties with their physical, sensory, or communicative abilities get a great deal of attention and sympathy because of the visible disabilities they have. In the context of children, the term "invisible disabilities" refers to intellectual, learning, behavioral, social, or emotional problems that are either not readily identified by external manifestations or are of a modest kind. The fact that persons with disabilities are often misunderstood or fail to acknowledge them due to their invisibility conceals the reality that they have the ability to have catastrophic consequences on others around them, including results that might possibly be fatal.

Acceptance of Children with Special Needs

In addition to teaching academic material, teachers play a key role in shaping society and the behaviors that it exhibits by instilling a sense of discipline and moral guidelines in their students. There has been a tremendous movement in public sentiment toward include kids with disabilities in normal classes, and educators working in general education settings have a disproportionately large effect on this transition compared to other educators. Specialized instruction, in which pupils have the opportunity to get the specialized attention and assistance they need, would unquestionably be advantageous for children who have significant special educational needs, even if special education has moved from segregation to inclusion. The regular school environment, on the other hand, is an excellent option for children who have less severe forms of learning, attention, or behavioral/emotional impairments. A situation in which kids are prevented from attending conventional schools is the worst thing that could happen to them. If they are not included in the mainstream school system, they may suffer a drop in their self-esteem, negatively impact their social interactions, and lessen their confidence. Despite the fact that they may have different academic requirements, their social and emotional needs are the same as those of their peers. The way in which adults and their contemporaries see them will decide their fate. When they give assistance to children with special needs in all parts of their life, from school to the community, general education instructors provide a good example for kids who are developing normally by demonstrating positive attitudes and working together as a team.

OBJECTIVES OF THE STUDY

1. To study on Acceptance of Children with Special Needs
2. To study on Children with Special Education Needs and Prevalence

RESEARCH METHOD

Research technique is a tool that assists in studying the subject of the research from a variety of angles in order to discover the underlying truth. The selection of appropriate research procedures and tools is of the utmost importance to the accomplishment of any research endeavour. When referring to the process of conducting an in-depth study, the word "research" alludes to the systematic and comprehensive approach.

Research Design

The research design is comprised of the conceptual framework that serves as the basis for the study that is carried out. Detailed instructions for the methods of data collection, measurement, and analysis are included in it. It is necessary to have a research project that is well-designed in order to guarantee that all of the actions related to the study are carried out in an effective and seamless manner.

Population

A population may be defined as any group of individuals who share with one another at least one characteristic. According to the Directorate of Education, the population of the research consisted of two

hundred and twenty-nine elementary schools that include students from all backgrounds in the Delhi and National Capital Region.

Sampling

From Delhi and National Capital Region from 15 educational institutions 30 principal, 180 teachers and 50 parents of children are participated as respondents .

Tools of Data Collection

Tools are the tools that are used in the process of gathering new information or investigating new areas of study. The selection of tools for a specific study is heavily influenced by a number of factors, including the goals of the study, the amount of time that the researcher has available, the availability of appropriate tools, and the researcher's own personal capability to administer the tools. In order to acquire data for this research, a number of different tools were used

DATA ANALYSIS

Level of awareness of principals and teachers about the concept of special education with training program

The answer to the first sub question, which is "What is the level of awareness of principal and teachers about the concept of special education with training program ?" is explored in this section. The principal was asked to reply to Question No. 1 of the Interview Schedule for Principals (ISSIC), and teachers were asked to respond to Question No. 1 of the Questionnaire for Teachers (QSIC) in order to determine the degree of knowledge that they have about the idea of special education with training program . This was done in order to obtain the response to this component of the question. The results of their replies were examined, and the results are shown in Table 1 as follows:

Table 1 Awareness of principals and teachers about the concept of special education with training program

Respondents	Sample	Completely Aware	Partially Aware	Not Aware
Principals	30	17	6	7
	%	56.67%	20.00%	23.33%
Teachers	180	110	31	39
	%	61.11%	17.22%	21.67%

It is possible to deduce from Table 4.1 that 56.67 percent of principals and 61.11 percent of teachers had a complete understanding of the concept of special education with training program . On the other hand, twenty percent of principals and seventeen and a half percent of teachers had a partial understanding of the concept, and twenty-three-point three percent of principals and twenty-six-point seven percent of teachers were not aware of the concept of special education with training program .

Views of principals and teachers about implementation of special education with training program in elementary schools

The answer to the second sub question, which is "What are the views of principals and teachers about the implementation of special education with training program in elementary schools?" is explored in this section. For the purpose of determining the answer to this sub question, the principal was requested to respond to Question No. 2 of the Interview Schedule for Principals (ISSIC), and teachers were asked to respond to Question No. 2 of the Questionnaire for Teachers (QSIC). The purpose of this was to learn about their perspectives regarding the implementation of special education with training program in elementary schools. An analysis of their replies was performed, and the results are shown in Table 4.2 as follows:

Table 2 Views of principals and teachers about implementation of special education with training program in elementary schools

Respondents	Sample	Completely Agreed	Partially Agreed	Not Agreed
Principals	30	16	6	8
	%	53.33%	20.00%	26.67%
Teachers	180	95	31	54
	%	52.78%	17.22%	30.00%

According to the data presented in Table 4.2, a total of 53.33% of principals and 52.78% of teachers are in agreement that special education with training program should be implemented in elementary schools. Additionally, 20% of principals and 17.22% of teachers are partially in agreement with this statement. On the other hand, 26.67% of principals and 30% of teachers are not in agreement that special education with training program should be implemented in elementary schools.

Table : 3 Knowledge of special education through a training program

Knowledge of special education through a training program	Parents of Disability Children(N=50)
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adoption of novel approaches or strategies	Yes	No
Percentage of parents' awareness	56%(28)	44%(22)

According to Table, 52% of parents of impaired children in government primary schools say that resource teachers are employed as part of a special education training program, while 48% say they do not see any resource teachers on campus.

Table : 4 Resource Teacher Appointment for an Inclusive Classroom

Resource Teacher Appointment for an Inclusive Classroom	Parents of Disability Children(N=50)	
The resource teacher's appointment	Yes	No
Percentage of parents' awareness	52%(26)	48%(24)

Table shows that out of all the parents whose children have disabilities, 38% have found assistive technology in public schools as part of a special education with training program, while 62% have not found any such technology there..

Table 5 : The average difference between the parents of children with disabilities' awareness scores about special education and the training program

Parent	N	Mean	SD	SED	df	't' Value	Remarks
Parents with Children with Disabilities	50	129.94	57.74	8.34	49	6.31	Significant

The calculated t-ratio of 6.31, with a df of 49, is more than the table values of 1.98 at the 0.05 level and 2.63 at the 0.01 level, as seen in the preceding table. As a result, parents of children with disabilities have a far lower level of understanding about special education and training programs than parents of children in public primary schools who are typically developing. Thus, the null hypothesis might be deemed unsatisfactory. Parents of children with impairments are more likely to be familiar with special education and training programs .

Discussion

The current research found that the majority of principals and teachers felt that parental support is highly crucial for the inclusion process of children with sensory and locomotor impairments at school. The percentage of principals who did so was 86.67%, and the percentage of teachers who agreed was 87.22%. The United Nations Children's Fund (UNICEF) observed in 2003 that families did not have sufficient knowledge about their child's specific handicap and how it would affect their child's capability. It is common

for this to result in a feeling of despondency. According to the findings of a research conducted by Elkins John, Kraayenoord E. Van Christina, and Jobling Anne (2003), a significant number of parents advocated for special education with training program, other parents would do so if extra resources were made available, and a small number of parents advocated for special placement. Research that was released in 2006 and titled "Shape of Inclusive Classrooms at Pre-Primary and Primary Levels" found that more than fifty percent of schools include parents in the process of special education with training program. According to Das Ashima and Kattumuri Ruth Dr. (2011), the presence of unfavourable views among parents is a difficulty for children with disabilities who are enrolled in special education with training program. Furthermore, many parents were insufficiently informed and unaware about the role that special education plays in equalising educational opportunities for their children with disabilities, according to a paper written by Obiakor E. Festus and Offor Tabugbo Fr. Maxmary (2011). The authors emphasised that the negative attitudes towards people with disabilities in Nigeria were due to the lack of parental involvement in the education of their children. According to Glazzard Jonathan (2011), one of the most significant obstacles to inclusion is determined to be the opposition of parents to special education with training program.

CONCLUSION

Parents have the ability to have a significant role in their children's educational experiences if they are equipped with the appropriate knowledge and tools. Training programs like these highlight how crucial it is to have constant, well-funded, inclusive awareness campaigns that can alter to fit various people's needs. If we want to ensure that every child with a disability has access to the education, respect, and opportunities that are legitimately theirs, then we need to work in such a continuous manner. It is also necessary to highlight the ever-evolving nature of impairments as well as the support programs that are designed to suit the requirements of this population. In order to meet the ever-evolving requirements of children, the strategies and resources that are used to provide assistance for them should likewise be adaptable. As a consequence of this, the process of educating parents cannot be a one-time event; rather, it must be a continuous procedure that adapts to the ever-changing circumstances in the fields of education, healthcare, and government policy. It may be possible to maintain the momentum and effectiveness of the first training activities by establishing follow-up sessions, refresher seminars, and quarterly evaluations.

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