



CHETANA
International Journal of Education
(CIJE)

Peer Reviewed/Refereed Journal
(ISSN: 2455-8729 (E) / 2231-3613 (P))

Impact Factor
SJIF 2023 - 7.286

Research Paper



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

| | | |
|------------|------------|------------|
| Received | Reviewed | Accepted |
| 20.02.2023 | 28.02.2023 | 19.03.2023 |

Development among Children with Mild Intellectual Disability Living in their Own Family and in Shelter Home

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Keywords: - *development, intellectual disability, mild, family, shelter home etc.*

Abstract

Development is an ongoing continuous process. Rate of development may vary individual to individual. The delay development observed among different categories of individuals. One of them is persons with disabilities particularly persons with intellectual disability. Depending on the degree of severity, the persons with intellectual disability exhibit certain difficulties in learning any skill. In present study descriptive method is used to find out the development among children with mild intellectual disability living in their own family and in shelter home. Purposive sampling method was used to select the sample. Behavioural Assessment Scale for Indian Children with (Mental Retardation) used to collect the data. Descriptive and inferential statistics used to analyze the data. The findings of the study revealed that there are differences among the development of children with mild intellectual disability. Results of the study also indicate that there is a significant difference in development of children with mild intellectual disability living in their own family and in shelter home.

Introduction

Development is an ongoing continuous process. Rate of development may vary individual to individual. The rate of development among the persons with disability particularly in among the persons with intellectual disability is delayed. The rate of growth and development of an individual is affected by the various internal and external factors of the individual. Some of the important factors include heredity, nutrition, socio economic condition, learning, cognitive capacity and living setup or learning environment. Among all these the living setup or learning environment is very important. If

the environment is facilitating and provide ample opportunities for learning then it facilitate development on the other hand if the environment is not conducive then their development is delayed.

Need and Significance of the study

Children with intellectual disability reveal problems in learning various activities which ultimately leads to delayed in their development. Their learning is affected by various factors along with their living setup or learning environment. Research studies related to developmental aspects of children with mild intellectual disability in different living setup are very scanty. Therefore the current study focuses to study the development among children with mild intellectual disability living in their own family and in shelter home. This study will help to understand the impact of living with their family and in shelter home on development of children with mild intellectual disability. This study will also help parents, teachers and other professional to plan and provide appropriate opportunity for their optimum development.

Statement of the problem

To study the development among children with mild intellectual disability living in their own family and in shelter home.

Objectives

1. To assess the development among children with mild intellectual disability living in their own family.
2. To assess the development among children with mild intellectual disability living in shelter home.
3. To compare the development among children with mild intellectual disability living in their own family and in shelter home.

Hypotheses

There will be no significant difference between the development of children with mild intellectual disability living in their own family and in shelter home.

Methodology

In this study descriptive method is used to study the development among the children with mild intellectual disability living in their own family and in shelter home.

Sample and sampling technique

In present study purposive sampling technique was used to select the sample, which consists of total forty three children with mild intellectual disability. Out of these forty three sample nineteen living in their own family and twenty for living in shelter home.

Tool

The tool, include three parts (Part-I, Part-II and Part-III). Part-I and Part-II are developed by the researcher in order to collect demographic information of the sample. Part-I include profile of children with intellectual disability. Part-II includes profile of parents of children with intellectual disability. Part-III is Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC –MR) Part-A developed by Dr. Reeta Peshawaria and S. Venkatesan. Tool consists of seven broad areas which have all together two hundred and eighty items. In this present study all together five areas were taken for the study. The total numbers of items in these five areas are as under in table-1

Table-1-Distribution of items in each domain of Part-A

| Sl. No. | Domain | No. of Items |
|---------|-----------------------------------|--------------|
| 1. | Activities of Daily Living (ADL). | 40 |
| 2. | Language. | 40 |
| 3. | Reading –Writing. | 40 |
| 4. | Number-Time. | 40 |
| 5. | Domestic-Social. | 40 |
| | Total | 200 |

Validity and reliability

Construct validity of BASIC-MR Part-A was also measured for the differences between the mean scores on pre and post levels. The scores were found to be statistically significant ($P = < 0.001$). In addition to this face validity of BASIC-MR Part-A, obtained from the teacher trainees was found to be high.

Scoring of BASIC-MR (Part-A)

Each and every children with intellectual disability shows different levels of performance at each and every items in the BASIC-MR (Part-A). Since there are six possible levels of performance therefore under six levels each item scored. The score were given 0 to 5 for different level performance that are mentioned in the table (Table-2).

Table-2- Scoring of BASIC-MR (Part-A)

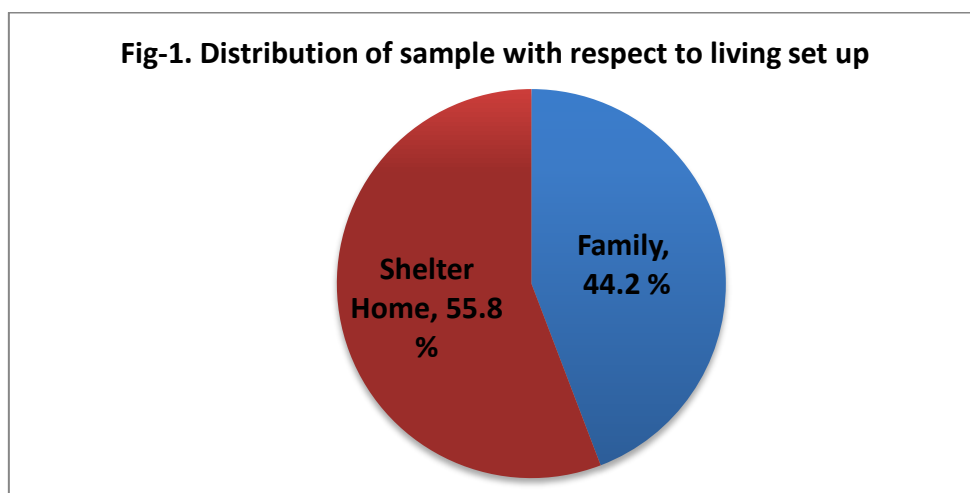
| Sl. No. | Levels of performance | Score |
|---------|-----------------------------|-------|
| 1. | Independently | 5 |
| 2. | Cluing | 4 |
| 3. | Verbal prompting | 3 |
| 4. | Physical prompting, | 2 |
| 5. | Totally dependent | 1 |
| 6. | Not applicable respectively | 0 |

Administration of the tool

Researcher took prior permission and appointment from the concerned authorities and parents. The concerned authorities also ensured that the data would be kept strictly confidential and will be used only for research purposes. The researcher also explained the purpose of the study. Researcher met with each and every child along with their parents or teachers / care takers and administered the tool to each child. Before administering the tool close rapport was built with the respondents by interacting with them and then assessment of child was done. Information also collected from their parent or teachers / care takers.

Distribution of the sample with respect to independent variables

The detail distribution of children with mild intellectual disability with respect to living set up in fig-1



The fig-1 reflects the distribution of sample with respect to living set up. The data were represented in term of percentage in the above figure.

Distribution of sample with respect to the development

The collected data were analyzed with respect to the development of the children with mild intellectual disability living in their own family & in shelter home and the results were tabulated in the table (Table-3). Based on developmental aspects it is categorize as Below Average development, Average development and Above Average development.

Table-3- Distribution of sample with respect to development

| Development | Number | Percentage |
|--------------------------------|--------|------------|
| 51.01-85.60 (Below Average) | 10 | 23.2 |
| 85.61-120.20 (Average) | 22 | 51.2 |
| 120.21 & above (Above Average) | 11 | 25.6 |
| Total | 43 | 100.0 |

The present scale used for collecting data has minimum score 0 and maximum score 1000. Since the mean of the mean score is ranges from 52.0 to 154.8. All the score considered as development and it is statistically categorize into three categories that Below Average development which mean of the mean score range from 51.01 to 85.60; Average development which mean of the mean score range from 85.61 to 120.20 and Above Average development whose mean of the mean score range from 120.21 and above.

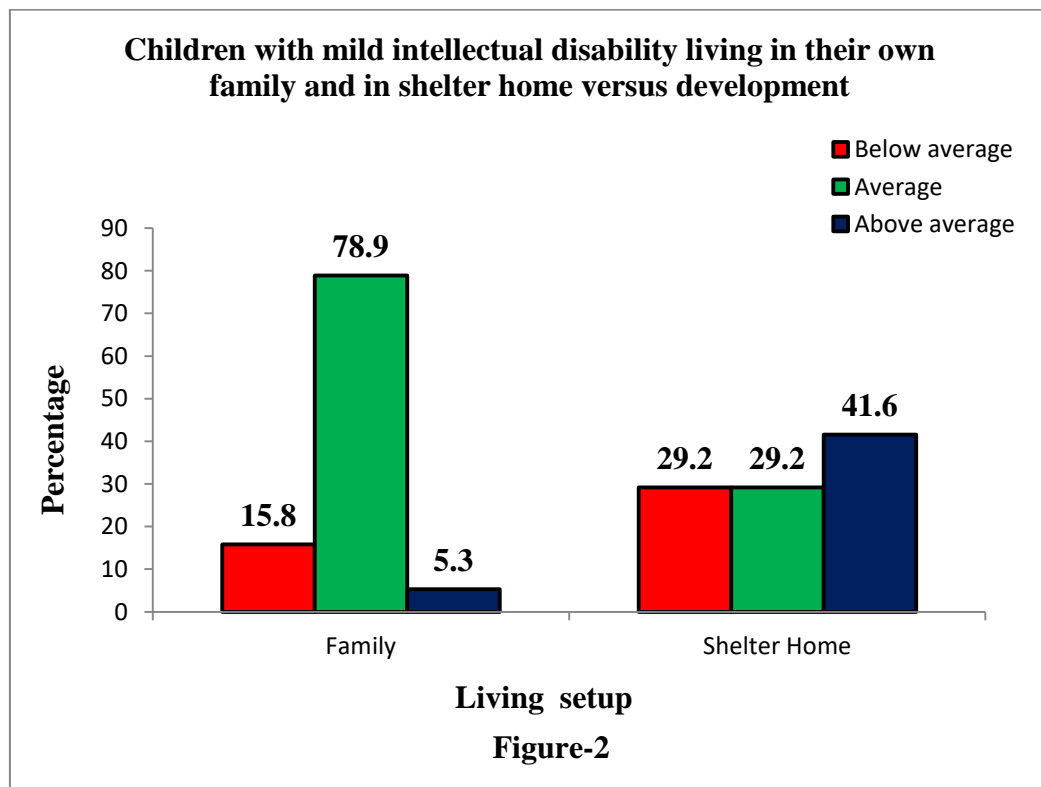
The table 3 shows that out of the total 43 sample 10 (23.2%) sample shows below average development; 22 (51.2 %) sample shows average development and 11 (25.6 %) sample shows above average development. The table also shows that maximum number 22 (51.2 %) sample shows average development.

Children with mild intellectual disability living in their own family and in shelter home versus development

The data collected were analyzed by using percentage and chi-square statistical technique with respect to living set up of the children with mild intellectual disability and their developmental aspect. The result presented below in the table and also in graphical form.

Table-4 Children with mild intellectual disability living in their own family and in shelter home versus development

| Living setup | | Score | | | Total |
|--------------|------------|---------------|---------|---------------|--------|
| | | Below Average | Average | Above Average | |
| Family | Number | 3 | 15 | 1 | 19 |
| | Percentage | 15.8% | 78.9% | 5.3% | 100.0% |
| Shelter Home | Number | 7 | 7 | 10 | 24 |
| | Percentage | 29.2% | 29.2% | 41.6% | 100.0% |
| Total | Number | 10 | 22 | 11 | 43 |
| | Percentage | 23.2% | 51.2% | 25.6% | 100.0% |



The table 4 shows that out of 43 samples, 19 children with mild intellectual disability are living with their family and 24 children with mild intellectual disability are living in shelter home. Out of the 19 samples who are living with their family, 3 (15.8%) shows below average development; 15(78.9%) shows average development and the remaining 1(5.3 %) shows above average development. The

second group consists of 24 children with mild intellectual disability are living in shelter home. Out of these 24 samples, 7 (29.2%) shows below average development; 7(29.2%) shows average development and remaining 10 (41.6%) shows above average development.

To study the relationship between living set up of children with mild intellectual disability and their development, the following null hypothesis is formulated.

“There will be no significant difference between development of children with mild intellectual disability living in their own family and in shelter home.”

Table-5 Chi-Square Values

| Sl.No | Name of the Items | Value |
|-------|------------------------------|-------|
| 1. | Calculated Value | 11.44 |
| 2. | Table Value of at 0.01 Level | 9.21 |
| 3. | Degree of Freedom | 2 |

To understand whether the observed difference in the development of children with mild intellectual disability living in their own family and in shelter home is significant or not, the chi-square statistical technique applied. From the result as indicated in the table-5, it is clear that the calculated value (11.44) is higher than the table value (9.21) at 0.01 levels of significance at 2 degrees of freedom. This shows that statistically it is highly significant. Thus null hypothesis is rejected. That means statistically there is difference in development of children with mild intellectual disability living in their own family and in shelter home.

Above tables shows the variations in developmental aspects of children with mild intellectual disability living with their family and in shelter home. This variation may be due to the variations in their individual learning capacity as well as their learning opportunities to learn various activities. Study carried out by Charles Desforges and Alberto Abouchaar (2003) on the impact of parental involvement, Parental support and family education on Pupil achievement and adjustment. Result indicates that parenting has its influence indirectly through shaping the child’s self concept as a learner and through setting high aspirations.

Conclusion

The findings of the study reveal that development of children with mild intellectual disability living in their own family is higher than that of the children living in shelter home. There is highly significant difference between the developments of children with mild intellectual disability living in their own family and shelter home. Thus it is important for the parents, professionals and the other stake holders to give emphasis on proper planning, implementation and to use educational technologies in order to facilitate the learning of children with mild intellectual disability living in shelter home.

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