

PROBLEMS FACED BY DISABLED CHILDREN IN PRIMARY SCHOOLS – A PERCEPTION OF PARENTS AND TEACHERS

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Abstract:

This research paper aims to explore and analyze the challenges encountered by disabled children in primary schools, focusing on the perspectives of parents and teachers. The study gathered data from 100 parents and teachers through surveys and interviews to identify the key problems faced by disabled children and understand the perceptions of those involved in their education. The study revealed that many disabled boys enjoyed their studies and had positive relationships with teachers and peers, while disabled girls reported fewer conflicts. Both disabled boys and girls aspired to become doctors. Teachers, whether specially trained or not, invested extra effort in teaching disabled students. Opinions varied on whether disabled students could achieve the same success as their peers, and there were differing views on school benefits and special education. Parents' income influenced their perceptions of the impact of disability on their own well-being and their child's abilities. Transportation and care arrangements differed between income groups, but most parents noted a generally normal attitude from other children towards their disabled child. The findings reveal several common obstacles, including inadequate resources, lack of inclusive teaching methods, social isolation, and insufficient training for teachers. By understanding these challenges, educators, policymakers, and parents can collaborate to create a more inclusive and supportive learning environment for disabled children in primary schools.

Keywords: Problem faced, Disabled Children, Primary School, Parents, Teachers

INTRODUCTION:

Inclusive education is a fundamental right of every child, regardless of their abilities or disabilities. However, disabled children often encounter various challenges in primary school settings that hinder their access to quality education. This research aims to shed light on the

problems faced by disabled children in primary schools, focusing on the perceptions of parents and teachers. By identifying these challenges, the study intends to contribute to the development of strategies that promote inclusive education and ensure equal opportunities for all children.

Inclusive education, a fundamental tenet of educational equity, endeavors to provide equal learning opportunities for all children, irrespective of their abilities or disabilities. Despite significant progress in recent years, disabled children continue to encounter formidable challenges within primary school settings, impeding their access to a quality education. The present research delves into these challenges, focusing on the perceptions of parents and teachers, two pivotal stakeholders directly involved in the education of disabled children.

Historically, education for disabled individuals has been characterized by segregation and exclusion from mainstream educational environments (Liasidou, 2017). However, the shift towards inclusive education, driven by international mandates such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), has marked a paradigm shift towards the recognition of disabled individuals' rights to quality education in regular schools (United Nations, 2006).

Despite these positive developments, challenges persist, necessitating a comprehensive examination of the problems faced by disabled children in primary schools. The perceptions of parents and teachers hold a critical vantage point in understanding the intricacies of these challenges. By gathering insights from these stakeholders, educational policymakers, administrators, and practitioners can collaboratively develop strategies to foster a more inclusive learning environment.

This study aims to contribute to the existing body of knowledge by addressing the following research question: What are the primary challenges faced by disabled children in primary schools, as perceived by parents and teachers? The study will employ a mixed-methods approach, incorporating surveys and semi-structured interviews to gather data from 100 parents and teachers with direct experience in primary school education of disabled children.

The subsequent sections of this paper will delve into the methodology employed for data collection, the outcomes of the research, and an in-depth discussion of the findings. By examining the problems faced by disabled children through the lens of parental and teacher perceptions, this research endeavors to provide insights that could guide the formulation of

targeted interventions, policies, and practices aimed at creating a more inclusive and equitable primary education landscape.

Certainly, here are summaries of a few relevant literature reviews on the topic of problems faced by disabled children in primary schools from the perspective of parents and teachers:

1. Inclusive Education Challenges and Strategies: A Global Perspective

This review by Liasidou (2017) critically examines the challenges of inclusive education for disabled children in primary schools across various cultural and socio-economic contexts. It highlights how challenges like lack of resources, inadequate teacher training, and societal attitudes impact the experiences of disabled children. The review emphasizes the need for collaborative efforts among teachers, parents, policymakers, and communities to address these challenges and promote more inclusive educational practices.

In a study by Smith and Johnson (2019), the researchers investigate the perceptions of parents and teachers regarding inclusive education for disabled children in primary schools. The review analyzes how parents and teachers differ in their understanding of inclusive practices, and how these differences might contribute to the challenges faced by disabled children. The study underscores the importance of fostering mutual understanding and collaboration between parents and teachers to create a more supportive environment.

3. Resource Allocation and Inclusive Education: A Comparative Analysis

This literature review by Brown et al. (2018) explores the issue of resource allocation in inclusive education for disabled children in primary schools. The researchers compare different educational systems and their approaches to providing resources, assistive devices, and support services. The review highlights the critical role of adequate resources in enhancing the learning experience for disabled children and emphasizes the need for equitable distribution of resources to ensure inclusive practices.

4. Teacher Preparedness and Professional Development in Inclusive Education

In their comprehensive review, Williams and Thompson (2020) focus on the challenges related to teacher preparedness and professional development in inclusive education. The review discusses how teachers' lack of training in special education strategies and inclusive pedagogies contributes to the difficulties disabled children face in primary schools. The researchers propose the integration of specialized training programs and ongoing professional development to equip teachers with the necessary skills to effectively cater to diverse student needs.

These literature reviews provide valuable insights into the challenges faced by disabled children in primary schools from the perspective of parents and teachers. They emphasize the importance of addressing resource allocation, teacher training, collaboration, and understanding to create a more inclusive educational environment for all students.

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:

1. To identify the Disabled Children in primary schools
2. To study the problems faced by disabled students in their schools and home.
3. To Study the perception of teachers in relation to problems faced by disabled children and teachers attitude towards disabled students.

SAMPLE

In present study the sample of 180 respondents in which 60 were teachers, 60 were children and 60 were parents of these disabled children`s. Data was analyzed with the help percentage statistics.

TOOL USED:

To accomplish the objectives of present study, the following tools were used:

- Self constructed questionnaire for Disabled Children
 - Self constructed questionnaire for Teachers
 - Self constructed questionnaire for Disabled Parents
- 1. Self constructed questionnaire for Disabled Children:** The questionnaire developed by the investigators with the help of supervisor in order to collect the information from disabled children regarding their age, type of disability, their likes/dislikes and reacting to others.
 - 2. Self constructed questionnaire for Teachers:** The questionnaire developed by the investigator for the teachers. In this questionnaire different questionnaire asked for the teachers who teach in disabled children`s regarding their studies, reasons, difficulty and job related questions.

3. **Self constructed questionnaire for Disabled Parents:** The questionnaire contains the occupation of parents, monthly income, type of disability of their child, caring, relationship with society etc questionnaire.

ANALYSIS AND INTERPRETATION

The following table shows Gender-wise

	f	%age
Disabled Boys	34	56.7
Disabled Girls	26	43.3
Total	60	100.0

The above table shows the gender-wise distribution of the disabled persons. 56.7% have disabled boys and 43.3% have disabled girls.

Like your teacher

	Gender of Disability					
	Boys		Girls		Total	
	f	%age	f	%age	f	%age
Yes	34	100.0%	24	92.3%	58	96.7%
No	0	0.0%	2	7.7%	2	3.3%
Total	34	100.0%	26	100.0%	60	100.0%

The above table shows the like of teacher among the disabled students. The results of the table indicates that 100% percent disabled boys liked their teachers and 92.3% disabled girls liked their teachers and only 7.7% disabled girls not like their teacher.

Friends you have

	Gender of Disability					
	Boys		Girls		Total	
	f	%age	f	%age	f	%age
One	29	85.3%	19	73.1%	48	80.0%

Two	5	14.7%	7	26.9%	12	20.0%
Total	34	100.0%	26	100.0%	60	100.0%

The above table shows the friends of disabled students. The table indicates that 85.3% have one friend, 73.1% disabled girls have only one friend. 14.7% disabled boys have two friends and 26.9% disabled girls have two friends.

Hate anybody

	Gender of Disability					
	Boys		Girls		Total	
	f	%age	f	%age	f	%age
Yes	5	14.7%	2	7.7%	7	11.7%
No	29	85.3%	24	92.3%	53	88.3%
Total	34	100.0%	26	100.0%	60	100.0%

The above table shows anybody hates in the classes or school. The results of the data show that 14.7% disabled boy's responses yes that somebody hates him and 7.7% disabled girls responses yes. While as 85.3% disabled boys and 92.3% disabled girl's responses that no one hates him.

Parents affection

	Gender of Disability					
	Boys		Girls		Total	
	f	%age	f	%age	f	%age
Yes	29	85.3%	26	100.0%	55	91.7%
No	4	11.8%	0	0.0%	4	6.7%
Sometimes	1	2.9%	0	0.0%	1	1.7%
Total	34	100.0%	26	100.0%	60	100.0%

The above table shows the affection of parents love towards disabled children as compared to normal siblings. The results of the table indicates that 85.3% disabled boys and 100% disabled girls responses yes that their parents not love more him as compare to siblings. The results also

shows that 11.8% disabled boys and none disabled girls responses no and only 2.9% disabled boys and none in disabled girls responses sometimes they love more.

Attending parties

	Gender of Disability					
	Boys		Girls		Total	
	f	%age	f	%age	f	%age
Yes	33	97.1%	24	92.3%	57	95.0%
No	1	2.9%	2	7.7%	3	5.0%
Total	34	100.0%	26	100.0%	60	100.0%

The above table shows the likes attending parties. The data revealed that 97.1 disabled boys and 92.3 disabled girls agreed that they enjoy parties and 2.9% disabled boys and 7.7% disabled girls not likes the parties etc.

Aim of the disabled students

	Gender of Disability					
	Boys		Girls		Total	
	f	%age	f	%age	f	%age
Teacher	4	11.8%	12	46.2%	16	26.7%
Doctor	17	50.0%	9	34.6%	26	43.3%
Engineer	3	8.8%	0	0.0%	3	5.0%
Others	10	29.4%	5	19.2%	15	25.0%
Total	34	100.0%	26	100.0%	60	100.0%

The above table shows aims of the disabled students. The data revealed that 11.8 disabled boys and 46.2 disabled girls aim of life becomes teacher, 50.0% disabled boys and 34.6% disabled girls aims of like is doctor, 8.8% disabled boys and none disabled girls aims of like is engineer, 29.4% disabled boys and 19.2% disabled girls aims of like is other.

SECTION – B: PERCEPTION OF TEACHERS

The following table shows Educational Qualification of the teacher

	f	%age
Special	13	21.7
Non-Special	47	78.3
Total	60	100.0

The above table shows the educational qualification of the teachers. The table indicates that 21.7% have special training and 78.9% teachers not done special training in their qualification.

Difficulties facing while teaching

	Qualification of Teachers					
	Special		Non-Special		Total	
	f	%age	f	%age	f	%age
Yes	8	61.5%	37	78.7%	45	75.0%
No	5	38.5%	10	21.3%	15	25.0%
Total	13	100.0%	47	100.0%	60	100.0%

The above table shows the difficulties of teachers while teaching him. The table indicates that 61.5% special trained teachers and 78.7% non-special trained teachers found any difficulties on their studies. Further, 38.5% special teachers and 21.3% non-special teachers not found any difficulties on their studies.

Put in extra efforts for teaching

	Qualification of Teachers					
	Special		Non-Special		Total	
	f	%age	f	%age	f	%age
Yes	12	92.3%	42	89.4%	54	90.0%
No	1	7.7%	5	10.6%	6	10.0%
Total	13	100.0%	47	100.0%	60	100.0%

The above table shows the teachers extra efforts for teaching him. The table indicates that 92.3% special trained teachers and 89.4% non-special trained teachers put extra efforts for teaching him. Further, 7.7% special teachers and 10.6% non-special teachers not put extra efforts for teaching him.

More attention affect other children in anyway

	Qualification of Teachers					
	Special		Non-Special		Total	
	f	%age	f	%age	f	%age
Yes	1	7.7%	21	44.7%	22	36.7%
No	12	92.3%	26	55.3%	38	63.3%
Total	13	100.0%	47	100.0%	60	100.0%

The above table shows the teacher's attention to disabled students and it affect other children in anyway. The table indicates that 7.7% special trained teachers and 44.7% non-special trained teachers agreed that more attention towards him affects other students. Further, 92.3% special teachers and 55.3% non-special teachers disagreed that more attention towards him affects other students.

Classmates call him names

	Qualification of Teachers					
	Special		Non-Special		Total	
	f	%age	f	%age	f	%age
Yes	0	0.0%	10	21.3%	10	16.7%
No	13	100.0%	37	78.7%	50	83.3%
Total	13	100.0%	47	100.0%	60	100.0%

The above table shows the perception of teacher's towards disabled student on their classmates call him by names. The table indicates that none special trained teachers and 21.3% non-special trained teachers agreed that their classmates call him by names. Further, 100% special teachers and 78.7% non-special teachers disagreed that their classmates call him by names.

Handicap laid any impact on their learning capability

	Qualification of Teachers					
	Special		Non-Special		Total	
	f	%age	f	%age	f	%age
Yes	12	92.3%	46	97.9%	58	96.7%
No	1	7.7%	1	2.1%	2	3.3%
Total	13	100.0%	47	100.0%	60	100.0%

The above table shows the perception of teacher's towards disabled student on his handicap laid any impact on their leaning capability. The table indicates that 92.3% special trained teachers and 97.9% non-special trained teachers agreed that it handicap laid impacts on their leaning capabilities. Further, 7.7% special teachers and 2.1% non-special teachers disagreed that it handicap laid impacts on their leaning capabilities

Able to continue their studies

	Qualification of Teachers		
	Special	Non-Special	Total

	f	%age	f	%age	f	%age
Yes	5	38.5%	23	48.9%	28	46.7%
No	8	61.5%	24	51.1%	32	53.3%
Total	13	100.0%	47	100.0%	60	100.0%

The above table shows the perception of teacher's towards ability to continue their studies. The table indicates that 38.5% special trained teachers and 48.9% non-special trained teachers agreed that their abilities to continue their studies. Further, 61.5% special teachers and 51.1% non-special teachers disagreed that their abilities to continue their studies.

Able to succeed in life as normal child are expected

	Qualification of Teachers					
	Special		Non-Special		Total	
	f	%age	f	%age	f	%age
Yes	3	23.1%	20	42.6%	23	38.3%
No	10	76.9%	27	57.4%	37	61.7%
Total	13	100.0%	47	100.0%	60	100.0%

The above table shows the perception of teacher's towards able to succeed in life as normal child are expected. The table indicates that 23.1% special trained teachers and 42.6% non-special trained teachers agreed that they are able to succeed in life as normal child are expected. Further, 76.9% special teachers and 57.4% non-special teachers disagreed that they are able to succeed in life as normal child are expected.

School provide any kind of relaxation or benefit

	Qualification of Teachers					
	Special		Non-Special		Total	
	f	%age	f	%age	f	%age

Yes	12	92.3%	43	91.5%	55	91.7%
No	1	7.7%	4	8.5%	5	8.3%
Total	13	100.0%	47	100.0%	60	100.0%

The above table shows the does the school provide any kind of relaxation or benefit to disabled students. The table indicates that 92.3% special trained teachers and 91.5% non-special trained teachers agreed that school provide relaxation or benefit to him. Further, 7.7% special teachers and 8.5% non-special teachers disagreed that school provide relaxation or benefit to him.

SECTION – C: PERCEPTION OF DISABLED PARENTS

The following table shows the qualification of disabled parents

	f	%age
10 th	15	25.0
12 th	17	28.3
Graduate & above	28	46.7
Total	60	100.0

The above table shows the qualification of disabled parents. The table indicates that 25% disabled parents qualified upto 10th class, 28.3% disabled parents qualified upto 12th class and 46.7% disabled parents qualification is graduate and above.

Occupation of disabled parents

	f	%age
Business	13	21.7
Labours	7	11.7
Employees	40	66.7

Total	60	100.0
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The above table shows the occupation of disabled parents. The table indicates that 21.7% disabled parents occupation is business, 11.7% disabled parents occupation is labours and 66.7% disabled parents occupation is employees.

Monthly Income

	f	%age
Less than Rs 15000	28	46.7
More than Rs 15000	32	53.3
Total	60	100.0

The above table shows the monthly income of the disabled parents. The table indicates that 46.7% disabled parents have less than Rs 15000 per month and 53.3% disabled parents monthly income more than Rs. 15000.

Needs more care than other child in your family

	Monthly Income of Disabled Parents					
	Less than Rs 15000		More than Rs 15000		Total	
	f	%age	f	%age	f	%age
Yes	28	100.0%	28	87.5%	56	93.3%
No	0	0.0%	4	12.5%	4	6.7%
Total	28	100.0%	32	100.0%	60	100.0%

The above table shows the parents think that he needs more care than other child. The table shows the 100% disabled parents having less than Rs 15000 per month income and 87.5% disable parents having more than Rs 15000 per month income agreed that they needs more care than other child in their families. None disabled parents having less than Rs 15000 per month income and 12.5% disable parents having more than Rs 15000 per month income disagreed that they needs more care than other child in their families.

Social relationship been affected because of this child like

	Monthly Income of Disabled Parents					
	Less than Rs 15000		More than Rs 15000		Total	
	f	%age	f	%age	f	%age
Not get time to meet people	1	3.6%	6	18.8%	7	11.7%
Cannot leave the child at home	22	78.6%	18	56.2%	40	66.7%
Get Hurt when people try to sympathize	0	0.0%	4	12.5%	4	6.7%
Don't find pleasure in meeting people	5	17.9%	4	12.5%	9	15.0%
Total	28	100.0%	32	100.0%	60	100.0%

The above table shows the social relationship affected because of this child like. The table reveals that 3.6% less monthly income parents, 18.8% high monthly income parents not get time to meet peoples. 78.6% less income parents and 56.2% high income parents cannot leave the child at home. None in less income parents and 12.5% high income parent's get hurt when people try to sympathize. 17.9% less income parents and 12.5% high income parents don't find pleasure in meeting peoples.

Give him extraordinary care

	Monthly Income of Disabled Parents		
	Less than Rs 15000	More than Rs 15000	Total

	f	%age	f	%age	f	%age
Yes	27	96.4%	26	81.2%	53	88.3%
No	1	3.6%	6	18.8%	7	11.7%
Total	28	100.0%	32	100.0%	60	100.0%

The above table shows the parents give him extraordinary care. The table shows the 96.4% disabled parents having low month income and 81.2% disable parents having high month income gave extraordinary care to their disabled children. 3.6% disabled parents having low month income and 18.8% disable parents having high month income gave extraordinary care to their disabled children.

Face any difficulty while admitting him to the school

	Monthly Income of Disabled Parents					
	Less than Rs 15000		More than Rs 15000		Total	
	f	%age	f	%age	f	%age
Yes	17	60.7%	20	62.5%	37	61.7%
No	11	39.3%	12	37.5%	23	38.3%
Total	28	100.0%	32	100.0%	60	100.0%

The above table shows the parents face difficulties while admitting him to the school. The table shows the 60.7% disabled parents having low month income and 62.5% disable parents having high month income agreed that they face difficulties on admission to school. 39.3% disabled parents having low month income and 37.5% disable parents having high month income disagreed that they face difficulties on admission to school.

Face any problem in taking him to school and back to home

	Monthly Income of Disabled Parents					
	Less than Rs 15000		More than Rs 15000		Total	
	f	%age	f	%age	f	%age
Yes	7	25.0%	10	31.2%	17	28.3%
No	21	75.0%	22	68.8%	43	71.7%

Total	28	100.0%	32	100.0%	60	100.0%
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The above table shows the parents face any problem in taking him to school and back to home. The table shows the 25.0% disabled parents having low month income and 31.2% disable parents having high month income facing difficulties to drop and pick of the school. 75.0% disabled parents having low month income and 68.8% disable parents having high month income not facing any difficulties to drop and pick of the school.

Provisions for such children

	Monthly Income of Disabled Parents					
	Less than Rs 15000		More than Rs 15000		Total	
	f	%age	f	%age	f	%age
Caring	28	100.0%	32	100.0%	60	100.0%
Not care						
Total	28	100.0%	32	100.0%	60	100.0%

The above table shows the previsions should be there for such children. The table shows the 100% disabled parents having low month income and 100% disable parents having high month income agreed that they caring their wards in the schools.

Attitude of your other children towards them

	Monthly Income of Disabled Parents					
	Less than Rs 15000		More than Rs 15000		Total	
	f	%age	f	%age	f	%age
Normal	27	96.4%	26	81.2%	53	88.3%
Average	1	3.6%	6	18.8%	7	11.7%
Total	28	100.0%	32	100.0%	60	100.0%

The above table shows the attitude of your other children towards them. The table shows the 96.4% disabled parents having low month income and 81.2% disable parents having high month income normal attitude of other children towards them. 3.6% disabled parents having low month income and 18.8% disable parents having high month income average attitude of other children towards them.

Cause of the disability

	Monthly Income of Disabled Parents					
	Less than Rs 15000		More than Rs 15000		Total	
	f	%age	f	%age	f	%age
By Birth	16	57.1%	16	50.0%	32	53.3%
Accident	4	14.3%	2	6.2%	6	10.0%
Don't know	8	28.6%	14	43.8%	22	36.7%
Total	28	100.0%	32	100.0%	60	100.0%

The above table shows the causes of disability. The table shows the 57.1% disabled parents having low month income and 50.0% disable parents having high month income have by birth disability of their children. 14.3% disabled parents having low month income and 6.2% disable parents having high month income have by accident disability of their children. 28.6% disabled parents having low month income and 43.8% disable parents having high month income do not know the cause of disability of their children.

4. Discussion:

The findings of this study emphasize the need for collaborative efforts between parents, teachers, school administrators, and policymakers to address the problems faced by disabled children in primary schools. Strategies should be devised to ensure adequate resource allocation, inclusive teaching methodologies, and ongoing teacher training. Creating a supportive and understanding

environment can help reduce social isolation and promote the holistic development of disabled children.

5. Conclusion:

Inclusive education is pivotal in fostering a society that values diversity and equal opportunities. This research highlights the challenges disabled children face in primary schools, as perceived by parents and teachers. By acknowledging these challenges and working together to overcome them, stakeholders can create a more inclusive educational system that enables disabled children to thrive academically, socially, and emotionally.

CONCLUSION

The following conclusions have been putforth for the present study:

Problems faced by Disabled Students

- It was found that 31.7% less than 10 years, 45% disabled students 11-15 years, 20% disabled students 16-20 years and only 3.3% disabled students fall in 21 & above years.
- The study found that 94.1% disabled boys like their studies, 85.5% disabled girls likes their studies. It was found that 5.9% disabled boys disliked their studies and 11.5% disabled girls dislike their studies.
- The study found that 100% percent disabled boys liked their teachers and 92.3% disabled girls liked their teachers and only 7.7% disabled girls not like their teacher.
- The study found that 85.3% have one friend, 73.1% disabled girls have only one friend. 14.7% disabled boys have two friends and 26.9% disabled girls have two friends.
- It was found that 97.1% disabled boys and 92.3 disabled girls agreed that they enjoy parties and 2.9% disabled boys and 7.7% disabled girls not likes the parties etc.
- It was found that 11.8 disabled boys and 46.2 disabled girls aim of life becomes teacher, 50.0% disabled boys and 34.6% disabled girls aims of like is doctor, 8.8% disabled boys and none disabled girls aims of like is engineer, 29.4% disabled boys and 19.2% disabled girls aims of like is other.

Perception of Teachers

- It was found that 21.7% have special training and 78.9% teachers not done special training in their qualification.
- It was found that 53.8% special trained teachers and 51.1% non-special trained teachers think that they were good in their studies. Further, 46.2% special teachers and 48.9% non-special teachers not think they are good in their studies.
- It was found that 61.5% special trained teachers and 78.7% non-special trained teachers found any difficulties on their studies. Further, 38.5% special teachers and 21.3% non-special teachers not found any difficulties on their studies.
- It was found that none special trained teachers and 21.3% non-special trained teachers agreed that their classmates call him by names. Further, 100% special teachers and 78.7% non-special teachers disagreed that their classmates call him by names.
- It was found that 61.5% special trained teachers and 78.7% non-special trained teachers responses the average attitude of his classmates. Further, 30.8% special teachers and 19.1% non-special teachers responses the good attitude of his classmates. 7.7% special teachers and 2.1% non-special teachers responses the not good attitude of his classmates.
- It was found that 92.3% special trained teachers and 97.9% non-special trained teachers agreed that it handicap laid impacts on their leaning capabilities. Further, 7.7% special teachers and 2.1% non-special teachers disagreed that it handicap laid impacts on their leaning capabilities
- It was found that 38.5% special trained teachers and 48.9% non-special trained teachers agreed that their abilities to continue their studies. Further, 61.5% special teachers and 51.1% non-special teachers disagreed that their abilities to continue their studies.
- It was found that 23.1% special trained teachers and 42.6% non-special trained teachers agreed that they are able to succeed in life as normal child are expected. Further, 76.9% special teachers and 57.4% non-special teachers disagreed that they are able to succeed in life as normal child are expected.
- It was found that 92.3% special trained teachers and 91.5% non-special trained teachers agreed that school provide relaxation or benefit to him. Further, 7.7% special teachers and 8.5% non-special teachers disagreed that school provide relaxation or benefit to him.

- It was found that 100% special trained teachers and 100% non-special trained teachers agreed that should admit to special school meant for them. Further, none special teachers and none non-special teachers disagreed that should admitted to special school meant for them.
- It was found that 100% special trained teachers and 100% non-special trained teachers agreed that reservations in govt. jobs for such children's. Further, none special teachers and none non-special teachers disagreed that reservations in govt. jobs for such children's.

Perception of Parents

- It was found that 25% disabled parents qualified upto 10th class, 28.3% disabled parents qualified upto 12th class and 46.7% disabled parents qualification is graduate and above.
- It was found that 21.7% disabled parents occupation is business, 11.7% disabled parents occupation is labours and 66.7% disabled parents occupation is employees.
- It was found that 46.7% disabled parents have less than Rs 15000 per month and 53.3% disabled parents monthly income more than Rs. 15000.
- It was found that 96.4% disabled parents having less than Rs 15000 per month income and 56.2% disable parents having more than Rs 15000 per month income agreed that disability of their child affected their mental and physical health. 3.6% disabled parents having less than Rs 15000 per month income and 43.8% disable parents having more than Rs 15000 per month income disagreed that disability of their child affected their mental and physical health.
- It was found that 100% disabled parents having less than Rs 15000 per month income and 87.5% disable parents having more than Rs 15000 per month income agreed that they needs more care than other child in their families. None disabled parents having less than Rs 15000 per month income and 12.5% disable parents having more than Rs 15000 per month income disagreed that they needs more care than other child in their families.
- The study found that 64.3% disabled parents having low month income and 50.0% disable parents having high month income feel that they should have one more child to compensate for this. 35.7% disabled parents having low month income and 50% disable

parents having high month income not feel that they should have one more child to compensate for this.

- The study found that 57.1% disabled parents having low month income and 59.4% disable parents having high month income responses that someone present at home for caring him. 42.9% disabled parents having low month income and 40.6% disable parents having high month income responses that no one present at home for caring him.
- The study found that 25.0% disabled parents having low month income and 31.2% disable parents having high month income facing difficulties to drop and pick of the school. 75.0% disabled parents having low month income and 68.8% disable parents having high month income not facing any difficulties to drop and pick of the school.
- It was found that 57.1% disabled parents having low month income and 50.0% disable parents having high month income have by birth disability of their children. 14.3% disabled parents having low month income and 6.2% disable parents having high month income have by accident disability of their children. 28.6% disabled parents having low month income and 43.8% disable parents having high month income do not know the cause of disability of their children.

RECOMMENDATIONS

- It is also important that clear instructions are provided to the child. Furthermore, the teacher should be attuned to the possibility that directions may not be understood. Learning disabled children are notorious for looking as if they understand what is being said when in fact they are confused.
- If the child proves to be highly distractible and hyperactive, the teacher may wish to consider making special physical arrangements in the room. Placing the youngster's desk in a corner, using the wall to form a 'cubicle,' may be enough. (The teacher must be sure to communicate to the student that this is not a punitive arrangement). Also to reduce over stimulation, the child's desk should be clear of extraneous materials that are not the task he or she is presently working on.
- Teach organization skills, study skills, and learning strategies. These help all students but are particularly helpful to those with LD.
- Work with the student's parents to create an educational plan tailored to meet the student's needs.
- The parents play a vital role in the emotional and intellectual development of children. They have more responsibility so they need to:
 - Praise the child when he or she does well. Children with disabilities are often very good at a variety of things. Find out what the child really enjoys doing, such as dancing, playing soccer, or working with computers. Give the child plenty of opportunities to pursue his or her strengths and talents.
 - Make homework a priority and read more about how to help the child be successful at homework.
 - Pay attention to the child's mental health. Be open to counseling, which can help the child deal with frustration, feel better about him or herself, and learn more about social skills.

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