

Education of Disabled Children and Involvement of Parents at Champhai District, Mizoram

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ABSTRACT

Parents are the pillar of a family; they play a pivotal role in their children's life. They must act as the provider, supporter, counsellor and teacher for their children. This factor is especially of significance importance in the upbringing of a disabled child in the family. Without their strenuous effort and constant support, the growth and development of a disabled child will be unfeasible. This parental Involvement include both quality and quantity of psychological and physical activities they procured from their experiences to achieve the best results in the upbringing of their children. Thus, the present study aims to investigate the status of parental involvement towards education of their disabled children in Champhai District, Mizoram.

Keywords: Parents, Involvement, Disabled child, Education

INTRODUCTION

All children deserve parents but not all parents deserve children. Parents are the pillar of a family; they play a pivotal role in their children's life. They must act as the provider, supporter, counsellor and teacher for their children. This factor is especially of significance importance in the upbringing of a disabled child in the family. Without their strenuous effort and constant support, the growth and development of a disabled child will be unfeasible. This parental Involvement include both quality and quantity of psychological and physical activities they procured from their experiences to achieve the best results in the upbringing of their children. Additionally, the term 'parents' would also indicate any adults who play an important role in a child's life. According to Lunts (2003) the term parents include guardians, step-parents, siblings, members of extended family and any other adults who carried out the primary responsibilities and duties for the child's health, care, development and education. Research studies have indicated that parental involvement leads to a host of positive outcomes for their disabled children; the higher parental involvement the higher the achievement of their child.

RATIONALE OF THE STUDY

Parental support is the first ladder of success in raising a child. Positive parental involvement begets children who are likely to succeed and are less likely to engage in an undesired activities and behaviour. They are the first teacher and role-model for the child which means the amount of their participation whether it is academic, social, or any other activity indicates the success and growth of the child. They are the prime educator especially for disabled children until they are self-sufficient and are able to care for themselves. However, there are many parents who failed to grasp this perception and simply leave

their children to tend for themselves. This negligence of parents is disconcerting and damaging especially for disabled children, who infact requires utmost care and attention. The social taboos and stigmatization of disability soon follow this heinous action and ultimately disabled child becomes the centre of ridicule when infact they are trainable and educable in accordance to the degree of their disability. Thus, a study on parental involvement towards education of their disabled children become crucial to shed light on the current status of students with disability in Champhai District, Mizoram. Further, it is hoped that the finding of this study will contribute to generation of new knowledge and also provide baseline information for the growth and development of disabled children in Champhai District, Mizoram.

REVIEW OF RELATED LITERATURE

Some of the related literature for the present study are listed below –

Khan (1996) defined parental involvement as an action that occurs at different levels ranging from the most simplistic task such as assisting children with their homework, motivating children to attend school, encouraging them in their studies and skill demanding task such as assisting educators, counsellors or official management of schools which demand higher skill levels.

Devi and Mayuri (2003) conducted a study on 120 students of ninth and tenth classes and found that family factors such as parental aspirations and socio-economic status constitutes to be of an immense contributing factor towards the academic achievement of the students.

Steinmetz (2006) concludes that disparities in education have been ongoing for generations. In a large study of individuals 65 years and older, 20.9 percent of those without a disability failed to complete high school, compared to 25.1 percent and 38.6 percent of individuals with a non-severe or severe disability, respectively, who failed to complete high school.

Hui-Chen and Mason (2008) conducted a study and found that the parent's attitudes, along with their behaviour and activities have a profound impact on the academic achievement of their children's education.

Suleman et al (2014) concluded that the prime factor affecting student's academic performance was infrastructural provision. They emphasize the significant relationship between the provision of educational infrastructural facilities and academic performance.

U.S. Census Bureau (2015) states that great disparities exist when comparing the attainment of higher degrees. According to the 2015 Census, about 15.1 percent of the population age 25 and over with a disability have obtained a bachelor's degree or higher, while 33 percent of individuals in the same age category with no disability have attained the same educational status.

Durisic and Bunijevac (2017) stated in their studies schools must take an initiative to involve numerous parents through effective partnership programmes in an effort to express the importance of education. They believed that with these initiatives, all volunteers will understand the expectations and have a better understanding of the school operation.

Oranga et al., (2022) carried out a study on the barriers to parental involvement in the education of learners with intellectual disabilities in Kenya and found that low level of parental education, teachers'

negative attitude towards the disabled learners, lack of knowledge, stress/depression of parents, severity of the child's disability, financial problems were the main reasons that contributes to barriers of parental involvement in the education of their disabled children.

Oranga et al., (2022) conducted a study on parental involvement in the education of learners with intellectual disabilities in Kenya and concluded that parents played an active role in taking their children to school, providing them with learning resources, ensuring conducive home environment however they had shortcoming in the area of exposing their children to educative environment such like museums and game parks, they fail to volunteer at school, inability to attend school meetings and does not give importance to become members of school parents' committee.

OBJECTIVES OF THE STUDY

The objectives of the study are listed below –

1. To explore involvement of parent towards education of their disabled children.
2. To find out the number of disabled children in accordance to their disability and gender.
3. To find out the educational level of disabled children with reference to their disability.
4. To compare the involvement of parent towards education of their disabled children based on their disability.
5. To compare the involvement of parent towards education of their disabled children based on gender.

HYPOTHESES OF THE STUDY

The hypotheses of the present study are as follows –

1. There is no significant relationship between the involvement of parent towards education of their disabled children based on their disability.
2. There is no significant relationship between the involvement of parent towards education of their disabled children based on gender.

METHODOLOGY AND PROCEDURE

Method of the Study

The present study employed Descriptive Survey Method

Population and Sample

The population for the present study comprises of parents of disabled children in Champhai District whose disabled children are enrolled in an educational institution.

Sample

The investigator selected 63 (sixty-three) parents of disabled children in Champhai District using descriptive survey method.

Tools Used

The investigator used the "Parent Involvement scale (PIS)" developed by Chopra & Sahoo (2006)

Procedure of Data Analysis

The investigator personally visit the home of the selected sample and collects the necessary data. For analyzing data, statistical technique such as Mean, Standard Deviation and ‘t’ test were employed to find accurate results and lastly, descriptive interpretations were made to draw conclusions.

ANALYSIS AND INTERPRETATION OF THE STUDY

Objective 1. To explore involvement of parent towards education of their disabled children

In order to explore the involvement of parent towards education of their disabled children, their responses are categorized into three dimensions namely School Involvement, Home Involvement and Involvement through Parent’s Teacher Association (PTA) as per the manual of the scale employed for the present study.

Table 1.1: Categorization of involvement of parent towards education of their disabled children on the dimension of School Involvement

Category	Range of score	Number of parents	Percentage of parents
High Parent Involvement	25 and above	12	19.05
Average Parent Involvement	16 – 24	34	53.97
Low Parent Involvement	15 and below	17	26.99

The above Table 1.1 indicates that out of 63 parents 19.05 % have high school involvement while 53.97% have average school involvement and the remaining 26.99% parents have low school involvement towards education of their disabled children. Thus, majority of the parents have average school involvement towards education of their disabled children.

Table 1.2: Categorization of involvement of parent towards education of their disabled children on the dimension of Home Involvement

Category	Range of score	Number of parents	Percentage of parents
High Parent Involvement	35 and above	7	11.12
Average Parent Involvement	23 – 34	18	28.57
Low Parent Involvement	22 and below	38	60.32

A cursory glance at Table 1.2 shows that 11.12% of parents have high home involvement while 28.57% of parents have average home involvement and the remaining 60.32% parents have low home

involvement. Thus, majority of the parents have low home involvement towards education of their disabled children.

Table 1.3: Categorization of involvement of parent towards education of their disabled children on the dimension of Involvement through PTA

Category	Range of score	Number of parents	Percentage of parents
High Parent Involvement	26 and above	1	1.59
Average Parent Involvement	15 – 25	31	49.21
Low Parent Involvement	14 and below	31	49.21

Analysis of the data table vide Table 1.3 suggests that out of 63 parents only 1.59% parent have high involvement through PTA while both average and low involvement through PTA have the same number of parents.

Table 1.4: Overall categorization of involvement of parent towards education of their disabled children

Category	Range of score	Number of parents	Percentage of parents
High Parent Involvement	81 and above	6	9.52
Average Parent Involvement	49 – 80	37	58.73
Low Parent Involvement	48 and below	20	31.75

Analysis of the above Table 1.4 reflects the overall categorization of parent’s involvement towards education of their disabled children. Out of the total 63 parents, majority 58.73% of them have an overall average involvement while 9.52% have high involvement towards education of their disabled children. The remaining 31.75% have low involvement towards education of their disabled children.

Objective 2. To find out the number of disabled children in accordance to their disability.

Table 2.1: Disabled children in accordance to their disability

Disability	Number	Percentage
Hearing Impairment	14	22.2
Visual Impairment	10	15.87
Intellectually Disabled	28	44.4
Physically Disabled	11	17.5

Table 2.1 reflects the number of disabled children in accordance to their disability and gender. Out of the total 63 disabled children, 22.2% have hearing impairment and 15.87% are visually impaired. Additionally, 44.4% are intellectually disabled while 17.5% have physical disability. Further, majority of disabled children 44.4% have intellectual disability.

Objective 3. To find out the educational level of disabled children with reference to their disability.

Table 3.1: Educational level of disabled children with reference to their disability

Educational Level	Hearing impairment	Visual Impairment	Intellectually Disabled	Physically Disabled	Total	Percentage
	No %	No %	No %	No %		
Primary	1015.87	6 9.52	2641.27	5 9.52	47	74.6
Elementary	4 6.35	2 3.17	11.58	5 7.94	12	19.04
High School	00	2 3.17	1 1.58	00	3	4.76
Higher Secondary	0 0	0 0	0 0	1 1.58	1	1.59
Total	1422.2	10 15.87	28 44.4	11 17.5	63	

Examination of the above Table 3.1 reveals the educational level of disabled children with reference to their disability. As seen from the above tale, 74.6% of the disabled children are at primary educational level, while 19.04% are in elementary stages of education and 4.76% are at high school level and the remaining 1.59% are higher secondary students. Additionally, it is found that children with intellectual disability 44.4% constitutes the majority while children with visual impairment 15.87% are the minority in their educational level.

It can be concluded that among the different kind of disability, intellectually disabled children constitute the majority i.e., 44.4% enrolled in an educational institution. Further, among all the disabled children majority i.e., 74.6% disabled children are at the primary stages of education while there are fewer disabled children at the higher stages of education.

Objective 4: To compare the involvement of parent towards education of their disabled children based on their disability

Table 4.1: Comparison of involvement of parent towards education of their disabled children based on their disability

Disability	N	Mean	SD	t-value	Level of Significance
Hearing					

Impairment Vs Visual Impairment	14	49.21	12.68	2.12	0.05
	10	61.6	15.21		
Hearing Impairment Vs Intellectually Disabled	14	49.21	12.68	2.04	0.05
	28	57	14.64		
Hearing Impairment Vs Physically Disabled	14	49.21	12.68	2.09	0.05
	11	60.45	14.18		
Visual Impairment Vs Intellectually Disabled	10	61.6	15.21	2.13	0.05
	28	57	14.64		
Visual Impairment Vs Physically Disabled	10	61.6	15.21	2.10	0.05
	11	60.45	14.18		
Intellectually Disabled Vs Physically Disabled	28	57	14.64	2.09	0.05
	11	60.45	14.18		

Analysis of the above Table 4.1 shows that the t-values relating to the comparison of parents' involvement towards the education of disabled children based on their disability. The present study takes into consideration four (4) different types of disability namely: Hearing Impairment, Visual Impairment, Intellectual Disability and Physical Disability. As seen from the above table, the comparison between involvement of parents between children having hearing impairment and visual impairment, hearing impairment and intellectually disabled, hearing impairment and physically disabled, visual impairment and intellectually disabled, visual impairment and physically disabled, intellectually disabled and physically disabled are all significant. This indicates that involvement of parent towards the education of their disabled children differs from one disability to another.

Therefore, the hypothesis stating that there is no significant relationship between the involvement of parent towards education of their disabled children based on their disability can be rejected.

Objective 5: To compare the involvement of parent towards education of their disabled children based on gender**Table 5.1: Comparison of involvement of parent towards education of their disabled children based on gender**

Gender	N	Mean	SD	t-value	Level of Significance
Male	24	57.75	11.86	2.01	0.05
Female	39	55.89	16.03		

The above Table 5.1 shows that the result for the comparison of involvement of parent towards education of their disabled children based on their gender. The mean value for male and female disabled children is 57.75 and 55.89 respectively. This table shows that the test is significant at 0.05 level. So, there is a significant difference between parent involvements towards education of their disabled children based on their gender.

Therefore, the null hypothesis stating that there is no significant difference between the involvements of parent towards education of their disabled children based on gender is rejected.

MAJOR FINDINGS

The major findings of the study are listed below –

1. From the present study it was found that out of 63 parents, 9.52% have high involvement in their disabled children education while 58.73% of them have an average involvement and the remaining 31.75% have low involvement towards education of their disabled children. Therefore, the majority of parents have an average involvement towards education of their disabled children.
2. Among 63 disabled children, 22.2% have hearing impairment and 15.87% have visual impairment. 44.4% were intellectually disabled and 17.5% have physical disability. Therefore, majority of the children 44.4% have intellectual disability.
3. It was also found that out of the 63 disabled children majority 74.6% are in primary stages of education while only 1.58% are found in higher secondary stages of education. The elementary and high school stages of education comprise of 19.04% and 4.76% respectively.
4. Comparative analysis between involvements of parent towards education of disabled children based on their disability has a significant difference.
5. Comparative analysis of involvement of parent towards education of their disabled children based on gender has a significant difference.

LIMITATIONS

Some of the limitations of the present study are listed below –

1. The present study is conducted only in one District of Mizoram i.e., Champhai District

2. The present study takes into consideration only four types of disability namely Hearing Impairment, Visual Impairment, Intellectual Disability and Physical Disability.

DISCUSSIONS

Parental involvement is an important factor in the process of educating a child especially disabled child. But there are many elements which negatively affects the parents' perception leading to the demise and severely hamper the growth and development of disabled children. The present study found that parents have an average involvement towards education of their disabled children. This negligent can be due to various reasons such as lack of time and energy, parent's own level of education and poor verbal abilities (Decastro-Ambrosetti & Cho, 2005; Stewart, 2008; Lopez,2001), low socio-economic status of the family, illiteracy, unfavourable location from school or simply utter ignorance of parents to educate and train their disabled children. Oranga et al., (2022) reiterates that parents failed to understand their role and thought that teaching their disabled children is solely the responsibility of the teachers. Additionally, it was found that the educational level of these disabled children was substandard. Majority of them are in the primary educational level with only few of them being the student of high school and higher secondary stages of education. This clearly indicates the needs and importance of parent's contribution and involvement in the education of their disabled children. Teachers are indeed an important factor for the academic success of the disabled child but without the active cooperation and involvement of their parents it is difficult to make any significant accomplishment (Hornby & Lafaele, 2011; Bjorgvinsdottir & Halldorsdottir, 2014).

CONCLUSION

The issue of parents' involvement in the education of their disabled children had been gathering numerous attentions in recent years. The manner in which parents – or any adult who perform the act of taking care of the child, handle the situations, makes decision and implement actions have an impactful result on the growth and development of disabled children. In comparison to parents who are in denial of their children's disability, the ones who accept and seek ways of training and educating their disabled child in accordance to their disability reflects the love, dedication and their resolute mindset. These positive perceptions are often lacking in many parents of disabled children, who ultimately produced an incapable child unable to even tend for themselves. It is important to note that disability differs from one another, the degree of disability indicates the possibility of the disabled child being an educable or trainable individual. Further research could focus on ways to improve and provide remedy in order to encourage parents to be proactive and more involved in the education of their disabled children.

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