

NATURE AND STATUS OF VALUE EDUCATION FOR CHILDREN WITH INTELLECTUAL DISABILITY

*Ms. Sampurna Guha, Research Scholar, Dept. of MR, RKMVERI-FDMSE, Coimbatore

**Dr. Sudha A., Asst. Prof., Research Supervisor and H.O.D, Dept. of MR, RKMVERI-FDMSE, Coimbatore

ABSTRACT

The present study aims at understanding the meaning of values for children with mild intellectual disability (CWMID), the need and importance of teaching value education (VE) and the current curricular provisions for teaching values among these children. Extensive review of research studies, existing curriculum and government documents have given some insights into the nature and status of value education for these children. A normative survey was conducted with 225 participants from 40 institutions in and around Coimbatore District, Tamil Nadu to gain their views on VE for CWMID. The findings of the study reveal the meaning of values for CWMID and highlight the need for a systematic value education curriculum for imparting basic human values to CWMID.

Keywords: Value Education (VE), Children with mild intellectual disability (CWMID), Value Education Curriculum (VEC)

INTRODUCTION

True education must humanize a person and should initiate a lifelong exploration of self, community and wider society. This aspect lays emphasis on the need for imparting value education to all pupils (Shetty & Pushpanadham, 1997). Values are defined by Rokeach (1973) as 'an enduring belief, a specific mode of conduct along a continuum of relative importance.' Values are thus guiding principles which allow us to discriminate between good and bad, right and wrong, thus helping us to lead a life in accordance with accepted social norms. With the advent of normalization and

the passage of Individuals with Disabilities Education Act (IDEA, 1990), children with intellectual disability are being included in the mainstream society and are often exposed to simplified version of regular education curriculum in inclusive settings (Heward, 1996). However reviewed research reveals that they are mostly taught daily living skills in personal, physical, motor and social areas as a part of the functional curriculum approach. Post school outcomes have revealed lack of successful transition from school to adult life for such individuals, leading to problems in initiating and maintaining relationships, high unemployment rates, high drop-out rates from schools, and other interpersonal issues (Davis & Rehfeldt 2007; McDonell, Wilcox and Hardman, 1991; Willcox & Belamy, 1982). Hence, the teaching of moral, social, cultural and basic human values like cooperation, care, sharing, team work, self help, cleanliness are seen as the ultimate needed remedy for improving social inclusion of children with mild intellectual disability (CWMID).

PURPOSE OF THE STUDY

Intellectual disability is characterized by significant limitations in intellectual functioning and adaptive behaviour (AAIDD, 2010). It is seen that children with intellectual disability often display maladaptive behaviours as a result of their condition. The display of inappropriate behaviours like temper tantrums, hitting others, self injurious behaviours, irrational fears which often leads to increased segregation and low social acceptance. The Education Policies Commission (1946) states that the educational objectives of exceptional children should be same as the general objectives for all children in accordance with the principles of democracy. The main aims of education for such children are: to become self sufficient and well adjusted members of the family and community; to participate in activities of everyday life; have self awareness and self realization; and to maintain human relationships and assume civic responsibilities along with economic efficiency. The research problem undertaken for the present study is titled as 'Nature and Status of Value Education Curriculum for Children with Intellectual Disability'.

OBJECTIVES OF THE STUDY

For the present study, the researchers framed the following objectives:

1. To understand the meaning and nature of values for children with mild intellectual disability (CWMID).
2. To find out whether values can be imbibed as well as taught to children with mild intellectual disability (CWMID).
3. To find out the current curricular provisions for teaching values to children with mild intellectual disability (CWMID).

RESEARCH QUESTIONS

Based on the research objectives in the present study, the researchers have framed the following research questions:

1. What is the meaning of values for children with mild intellectual disability (CWMID)?
2. Can values be imbibed as well as taught to children with mild intellectual disability (CWMID)?
3. What are the current curricular provisions for imparting values to children with mild intellectual disability (CWMID)?

METHOD OF THE STUDY

To answer the research questions raised, the researchers used:

- a. Extensive review of literature. The reviewed resources include research studies related to value education, government documents and reports of various commissions.
- b. Normative survey of 225 participants from 40 institutions in and around Coimbatore District.

SAMPLE OF THE STUDY

225 participants were selected for the normative survey using purposive sampling method (100 special educators, 50 general educators, 25 experts in the field of special education and 50 parents of CWID).

STATISTICAL TECHNIQUES USED IN STUDY

The descriptive statistics is used in the present study included mean, SD, SE, and %ages while the inferential statistical techniques include independent sample 't' test, one way ANOVA and Post hoc test.

FINDINGS

Result obtained for Objective1, Research question1

The data collected from the participants through the survey were qualitatively analyzed to answer the research question1 stated for objective1. The participants opined that values are socially accepted guidelines and principles which govern our lives and help us to behave in a socially acceptable and appropriate manner. This finding is in accordance with the research study results obtained by Sujatha & Reddy (2011). The responses obtained from the target group support the fact that values are abstract concepts that mean differently to different persons according to inherent tendencies. Core values like peace, love, tolerance, non violence, truth and basic human values like cleanliness, punctuality and regularity should be taught to all. Values for children with intellectual disability has been defined as the basic skills needed by them for their daily living such as cleanliness, self help, self awareness, punctuality, ability to engage in team work. Such values will help to foster development of social skills needed for better adjustment in society and independent living.

Result obtained for Objective 2, Research question 2

Developing values in children is very important for developing their bright future and this process should start early in life. Children imitate behaviours from the role models in their immediate environment such as parents, teachers and siblings. Hence they imbibe values from their families and people believe that values can be imbibed and not taught. The response from the participants was qualitatively analyzed to reveal that 'values can be imbibed as well as taught'. Parents have the main role to instill good moral, social and educational values to their children from a young age. The teaching of values should start from an early age. Value development is a continuous

process and parents, siblings, family, nurture and teachers, peer groups and religions are the prime agencies in teaching and imparting positive social values like honesty, truthfulness, cleanliness, kindness, respect for others, obedience, etc. Children get their first lessons in values from home through responsible parenting, listening to stories of great leaders and epics from grandparents, socialization with family and friends. The democratic environment in school can foster self confidence in the child, raise self esteem and teachers can teach important values like social responsibility, patriotism, team work skills among other skills needed for the success in school and society.

Results obtained for Objective 3, Research question 3

Reviewed literature reveals that with the shift from integration to inclusion in recent times, the curriculum for the mildly retarded is an adapted form of mainstream curriculum with focus on vocational training for employability. As CWMR often lack generalization skills, the curriculum has provisions to allow teaching in the natural environment. CWMID are trained in functional academics- reading, writing, time, money, numbers, travel, basic social skills and vocational skills. There is an absence of a separate systematic value education curriculum with focus on teaching needed values to CWMID.

STATISTICAL ANALYSIS

Table 1

SIGNIFICANT DIFFERENCE AMONG EXPERTS IN THEIR OPINION TOWARDS VALUE EDUCATION

Sample	Variable		Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
			Importance, role and need for VE for CWID	VEC-Content	VE-Teaching methods and strategies	Role of agencies	VEC-Evaluation
LE R	A S C	Test	ANOVA	ANOVA	ANOVA	ANOVA	ANOVA

	F ratio	1.250	1.657	1.095	4.483	5.895
	Sig.	.306	.214	.352	.023	.009
	Remark	NS	NS	NS	S	S

It is evident from table1 that in the sample of experts, age shows a significant difference in their opinion towards value education for CWMID in domain-4 (role of agencies) and domain 5 (VEC-evaluation) as seen from the calculated F ratio : 4.483, $p < 0.05$ and 5.895, $p < 0.05$ respectively.

Table 2
SIGNIFICANT DIFFERENCE AMONG PARENTS IN THEIR OPINION
TOWARDS VALUE EDUCATION

Sample	Variable		Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
		PARENTS	Age	Test	ANOVA	ANOVA	ANOVA
F ratio	.811			2.587	2.784	3.304	.228
Sig.	.450			.086	.072	.045	.797
Remark	NS			NS	NS	S	NS
Gender	Test		't' test	't' test	't' test	't' test	't' test
	't' value		2.429	1.909	2.170	.971	.156
	Sig.		.019	.062	.035	.336	.877
	Remark		S	NS	S	NS	NS
Locality of school	Test		ANOVA	ANOVA	ANOVA	ANOVA	ANOVA
	F ratio		5.747	2.182	.073	2.055	.306
	Sig.		.006	.124	.930	.139	.738
	Remark		S	NS	NS	NS	NS
Locality of residence	Test		ANOVA	ANOVA	ANOVA	ANOVA	ANOVA
	F ratio		1.139	6.461	1.157	1.953	1.181
	Sig.		.329	.003	.323	.153	.316
	Remark		NS	S	NS	NS	NS

It is evident from table 2 that for parents as sample, age, gender, locality of school and locality of residence has a significant difference in their opinion towards VEC for CWMID, as seen from the F ratio scores (significant at $p < 0.05$).

FINDINGS OF THE STUDY

1. Values for CWMID refer to basic skills needed for everyday living such as cleanliness for self care and hygiene, self awareness, ability to work in a team with others.
2. Values can be taught as well as imbibed and there is a strong felt need to teach and inculcate good values among CWMID to foster their success in home and work.
3. The value education curriculum should be systematic, exclusive, culture friendly, simple to administer and have provisions for accommodations and modifications according to the unique needs of the child with intellectual disability.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The study promotes the need for designing and developing a functional value education curriculum for CWMID which will utilize various appropriate methods, teaching strategies and approaches to facilitate value learning and application by these children
2. The stakeholders (parents, experts, educators) will understand the need for having effective home-school-community partnerships as imparting value education is a shared responsibility of both the school and home, as values can be imbibed as well as taught.

CONCLUSION

The present study reveals the meaning of values for CWMID and stresses on the need for imparting such values, teaching them in a proper systematic way using a well designed curriculum exclusively developed for imparting values to CWMID.

REFERENCE

- American Association on Intellectual and Developmental Disabilities. (2010). *Intellectual disability: Definition, classification and system of supports*. Washington, DC: Author.
- Davis, P.K, & Rehfeldt, R.A. (2007). Functional skills training for people with intellectual and developmental disabilities. In Jacobson, J.W, Mulick, J.A., Rojahn, J. (eds.) *Handbook of intellectual and developmental disabilities: Issues in clinical child psychology*. Boston, MA: Springer.
- Heward, W. L. (1996). *Exceptional children: An introduction to special education*. Englewood Cliffs, NJ: Merrill.
- McDonnell, J., Wilcox, B., & Hardman, M. L. (1991). *Secondary programs for students with developmental disabilities*. Boston, MA: Allyn and Bacon.
- Reddy G. L., Sujatha R., & Malini, J. (2005). Role performance of special education teachers. New Delhi: Discovery Publishing House
- Rokeach, M. (1973). *The nature of human values*. New York, NY: The Free Press
- Shetty, S., & Pushpanadham, P.(1997). Valuing values. In M.Marmar, P.Madhu, P.Anita & M.CRK (Eds.), *Education India: The next millennium-Report of the world conference (Part-III)*.Howrah: Institute of education, rural studies and development.
- Sujathamalini, L., & Reddy, L.(2011). *Mental retardation: Magic series*. New Delhi: Discovery Publishing House.
- Wilcox, B., & Bellamy, G. T. (1982). *Design of high school programs for severely handicapped students*. Baltimore: Brookes.