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## FEEDBACK OF TEACHERS ON SUPPORT OF PARENTS IN ACADEMIC ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE EDUCATION

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### Abstract:

Equal and active participation of students, attitude of teacher's and involvement of parents are the three key factors that pave way for successful inclusive education adopted in schools. The aim of this research is to know the feedback of teachers towards involvement and support of parents to their disabled child before and after assessments who are enrolled in inclusive setup where Continuous Comprehensive Evaluation is followed. Regular teachers who are in mainstream schools were selected as sample using purposive sampling technique. The results showed that parents of disabled children are aware of the assessment procedures followed by the regular teachers and they have a positive attitude towards formative and summative assessments and the evaluation methods followed which suits for their children. However some of the parents reported concerns like time extension and use of assistive devices during assessments which can help in promoting successful inclusion.

**Key words:** *inclusive education, formative assessment, summative assessment, continuous evaluation, mainstream education*

### I. INTRODUCTION

Inclusive education has become the most important and integral part of special education where children with various disabilities are enrolled and taught along with other children in a regular classroom setup by general educators. If the learning environment is carefully structured and planned depending on the needs of both disabled and other children, it leads to a successful inclusion (Ainscow, 2003). Along with this, assessment also plays a vital role in inclusive education. The teachers those who are working in mainstream setup and parents of special needs students should have a good collaboration while doing assessment, grading and reporting the progress. Since assessment is a core component of the curriculum, each and every individual in the classroom should be assessed precisely according to their needs and abilities.

The role of parents is very crucial in training their children for assessment. Usually in continuous Comprehensive Education assessment is done in two ways. One is the formative and the other is the summative. Since children with disabilities need adapted learning environment and assessment process, support of parents is highly required. Some parents are not aware of the adapted teaching learning process and evaluation methods that has been followed in mainstream schools. It is the responsibility of the regular classroom teachers to make the parents aware of the classroom activities and how their disabled child is assessed during examinations.

Each and every student is unique. They should be assessed according to their learning capacity and degree of disability, taking their needs in account. Challenges that a regular class teacher is facing in real classroom situation in teaching and evaluating students with special needs are to be addressed and guided by the resource teachers and by the active involvement of the parents of the disabled children.

The link between the parents of disabled children and the regular teachers helps in the academic achievement of the disabled children. High quality assessment procedures will help both the students with disability and without disability have a well balanced social-emotional status, scholastic achievement and good family/peer relationships. Parents of the disabled children should be provided with proper support and standard training about how they have to guide and coach their children for assessments. This will create a friendly school atmosphere for students with special needs which in turn will build the inner confidence for them.

## II. NEED FOR THE STUDY

In special schools only students with disability are enrolled. They are trained by special educators who are exclusively trained for teaching students with special needs. In case of inclusive schools, regular teachers who did Bachelors in Education or Teachers Education are responsible for handling students with special needs. There are vast differences in the teaching methods and evaluation between special school setup and inclusive setup. Along with these factors support and coordination between parents of disabled children and regular teachers are considered as major part in coaching the students and evaluation process.

Feedback from parents of disabled children regarding their child's academic progress is very essential in an inclusive setup. Mostly teachers in regular classroom setup focus highly on the academic progress of the students only while social experience and self confidence are focused from parents side. The role of parents of children with disability is given additional importance for promoting adapted learning and assessment which can lead to complete access to education.

Evaluation, remedial teaching and reporting of the students progress lead to a successful inclusion which is a major transaction that happens between the parents and teachers. The study is mainly done to know the collaboration between regular teachers and parents of disabled children in evaluation and grading the progress of the disabled student and how far the parents are aware of the learning and assessment in inclusive education setup.

## III. SPECIFIC OBJECTIVES OF THE STUDY IS TO

- a) Identify the efficacy of assessment followed in inclusive education with respect to parents and mainstream teachers.
- b) Find out the effective feedback of parents on formative and summative assessment followed for evaluation.
- c) Understand the needs of parents for training their children with respect to assessments in Continuous Comprehensive Evaluation.

## IV. METHODOLOGY

### a) *Population for the study*

General educators who are working in primary classes in the government schools of Coimbatore district where inclusive education is followed is selected for the study.

### b) *Selection of samples and sampling technique*

Totally seven primary government schools which have class 1 to 5 are selected and teachers who are handling these classes were chosen as samples. Purposive sampling technique was followed for the selection of samples.

### c) *Method used for data collection*

To carry out the research survey method was used. Data collection was done by administering a self developed questionnaire. The questionnaire was designed in such a way that it contains all the required indicators and variables chosen for knowing the feedback of parents of assessment followed in inclusive education.

### d) *Variables used for the study*

Class handled by teachers, age and experience were chosen as independent variable. Dependent variables for the study were records maintained or assessment, parents involvement, follow up activities, formative and summative assessment and Sarva Siksha Abhiyan teachers.

### e) *Statistic tool for analysis and interpretation of data*

For analysis and interpretation of data the statistical tool of percentage analysis has been used. Based on that, the collected data has been analyzed and interpreted depending on the variables chosen for the study.

### f) *Scope and limitation of the study*

Primary schools in Coimbatore district were chosen for the study. Based on that the study was limited to teachers and parents of these primary school only in Coimbatore district where mainstream education was followed.

V. *Results and discussions***Table 1: Feedback of teachers on parents involvement in Continuous Comprehensive Evaluation with respect to experience**

S. No	Indicators	Response	5 to 10 years of experience		11 to 15 years of experience		16 to 20 years of experience	
			No.	%	No.	%	No.	%
1.	Awareness on assessment procedures	YES	1	20	2	18.2	6	85.7
		NO	4	80	9	81.8	1	14.3
2.	Parents support for ranking system.	YES	1	20	2	18.2	6	85.7
		NO	4	80	9	81.8	1	14.3
3.	Coordination between parents, resource teachers, class teachers regarding evaluation	YES	4	80	5	45.5	5	71.4
		NO	1	20	6	54.5	2	28.6
4.	Discussion with Sarva Sikhsa Abhiyan teachers	YES	5	100	9	81.8	5	71.4
		NO	-	-	2	18.2	2	28.6

Results from table 1 shows that only 85.7% teachers with 16 to 20 years of experience reported that parents have enough awareness in assessment procedures as against 50% teachers with 5 to 15 and 11 to 15 years experience. It was surprised to note that 85.7% teachers with 16 to 20 of years experience reported that parents support for ranking system as against teachers with less than 20% with 5 to 15 years of experience. Above 80% of teachers with 5 to 20 years of experience agreed that the assessment results are reported to the parents regularly at the end of each term. Cent percent of teachers with 5 to 10 years experience reported that discussion with the parents is done regularly and the parents of special needs children are aware of the assessment procedures done by the Sarva Sikhsa Abhiyan teacher. The reason may be teachers with 5 to 15 years of experience would have gained an insight into the assessment procedures and the importance of creating awareness among parents regarding Continuous Comprehensive Evaluation.

**Table 2: Feedback of teachers on Parents involvement in Continuous Comprehensive Evaluation with respect to age**

S.NO	FEEDBACK	RESPONSE	AGE					
			31 TO 40		41 TO 50		51 TO 60	
			No.	%	No.	%	No.	%
1.	Assisting disabled children in project works by their parents.	YES	6	100	20	90.9	2	100
		NO	-	-	2	9.1	-	-
2.	Reporting of results and grading to parents	YES	6	100	19	86.4	2	100
		NO	-	-	3	13.6	-	-
3.	Positive attitude towards evaluation followed in inclusive education	YES	-	-	16	72.7	1	50
		NO	6	100	6	27.3	1	50
4.	Orientation to adapted learning and assessment methods to Parents of Special Needs by Sarva Sikhsa Abhiyan teacher	YES	6	100	16	72.7	1	50
		NO	-	-	6	27.3	1	50

From table 2 it is found that above 80% teachers with 31 to 60 years accepted that parents support their children in completing the activities related to Formative Assessment and assessment and the result are reported to the parents regularly. It was found that nearly 40 to 50% teachers belonging to 41 to 60 years had reported that parents support for ranking system. Nearly 72.7% teachers belonging to Age group 41 to 50 have stated that parents are satisfied by the evaluation procedures followed in schools as against 50% of teachers belonging to 51 to 60 years and none of the teachers belonging to 31 to 40 years had agreed. The reason might be due to the frequent conduct of parent teacher meeting which would have allowed them to get in touch with all the activities carried out in the school.

**Table 3: Feedback of teachers on Parents involvement in Continuous Comprehensive Evaluation with respect to class handled**

Table 3 shows that nearly 85.7% of teachers handling Class III had reported that parents were aware of the assessment procedures

S.No	FEEDBACK	RESPONSE	Class I		Class II		Class III		Class IV		Class V	
			NO.	%	NO	%	NO	%	NO	%	NO	%
1.	Parents attitude towards ranking system.	YES	1	25	1	25	-	-	-	-	3	42.9
		NO	4	75	4	75	7	100	6	100	4	57.1
2.	Periodical meeting with class teachers	YES	5	100	5	100	7	100	5	83.3	6	85.7
		NO	-	-	-	-	-	-	1	16.7	1	14.3
3.	Exam pattern in Continuous Comprehensive Evaluation and ranking	YES	5	100	4	75	7	100	6	100	7	100
		NO	-	-	1	25	-	-	-	-	-	-
4.	Follow up of activities of parents with resource teachers.	YES	2	40	2	40	3	42.9	4	6.7	3	42.9
		NO	-	-	1	25	1	14.3	3	50	4	57.1

followed in schools whereas the same response is seen in only 40 to 60 % teachers handling class I, IV and V and none of the teachers from class II. Above 80% teachers handling Classes I to V reported that they are doing regular discussion with the parents regarding the assessment procedures followed in schools. Cent percent of the teachers handling class I had agreed to the statement that parents support their children in project work. In addition they are aware of the assessment procedure done by Sarva Siksha Abhiyan teachers and in turn they report the assessment results at the end of each term. This may be due to the relationship that the regular teachers had established with parents and Sarva Siksha Abhiyan teacher.

## VI. IMPLICATIONS OF THIS STUDY

- From the feedback of teachers it is understood that parents of the disabled children have expressed their positive attitude towards the standard of instructions followed in mainstream classrooms for their children and the method of assessments adopted to evaluate their children.
- It is found that parents have a major concern about assessment conducted for their child with disability along with other counterparts in the class. Equal assessment with other children made them to feel that their child is socially accepted and will lead to inclusion.
- Parents of the disabled children are more confident with regard to the coordination and guidance for them, given by the class teachers and the teachers from Sarva Siksha Abhiyan for training their children for class tests and term examinations.
- Teachers also reported that in mainstream setup, parents of the disabled children have given a feedback that equal educational opportunities and assessment procedures have made a positive impact on parental views about inclusive education.
- The study also found that both teachers and parents gave a feedback of positive social emotional outcomes of special needs children during their progress and grading, since disabled children's attitudes was a major concern for the teachers and parents since they are enrolled along with students without disability.

## VII. CONCLUSION

The current study reported that in a mainstream setup both parents and teachers had a proper well structured coordination in teaching, evaluation and guiding the children with disabilities. Inclusion becomes more meaningful and effective when teaching, learning and assessment procedures are standard and student friendly. The teachers of primary classes played a vital role in creating awareness among the parents of children with disabilities about the Continuous Comprehensive Evaluation method that is adopted to promote equal education. Also teachers from Sarva Siksha Abhiyan scheme have given clear guidelines for the parents on how their child will be evaluated along with general students. This study will definitely help the policy makers, educators, planning commissions, children with disabilities and parents how assessments through Continuous Comprehensive Evaluation promotes inclusion.

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