

A Comparative Study on the Opinion of the Parents of Adolescents with Developmental Disability on Gender Education

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ABSTRACT

The present study is an comparative study to find out the opinion of the parents of adolescents with Mild Intellectual Disabilities and Parents of adolescents with Autism for imparting Gender Education. A total no. of 60 parents have been selected through a non-probability purposive procedure. A self-made tool in the form of questionnaire was used to generate the data. The result revealed that there is no significant difference in the opinion of the parents of both the groups on the variables such as: **“Content” “Importance” and “Modes”** of imparting Gender Education to Adolescents with Intellectual Disability and Adolescents with Autism along with this no significant difference has been seen in the opinion of the male parents and female parents of Adolescents with Developmental Disabilities regarding Gender Education. The result of this study strongly recommends the need of Gender Education regarding personal safety for children with developmental disabilities and their families.

Key words: *Autism, Developmental Disability, Gender Education, Intellectual Disability*

INTRODUCTION

Adolescents with Special needs, require accurate and comprehensive gender education about sexuality to practice healthy sexual behavior as adults. Early, exploitative, or risky sexual activity may lead to health and social problems, such as unintended pregnancy and sexually transmitted diseases, including human immunodeficiency virus infection and acquired immunodeficiency syndrome. Lack of awareness and General social misconceptions may reinforce myths that portray persons with disabilities as incapable of being sexually active, incapable of understanding the complexities of sexuality, or even deny the existence of sexuality as a part of their lives(Tarsi2010).

There is a dire need of counseling session to parents and care givers which enables them to disseminate adequate knowledge about bodily changes during puberty, changes regarding hormonal changes before the onset of sexual activity and it creates a healthy bonding and communication circle between parent and their children regarding sexuality.

To ascertain the knowledge gap, related literature of one and half last decade has been reviewed on gender Education and sexual health. Although attitudes are beginning to change, Indian culture continues to react with discomfort to the recognition that Adolescents with developmental disabilities are indeed human beings and they also have with sexual desires and need for affection, intimacy, and sexual pleasure.

Bowman, et al (2010) conducted a research on "Sexual Abuse Prevention: A Training Program for Developmental Disabilities Service Providers" The purpose of the present study was to execute and assess the effectiveness of a kind of programmed related to sexual abuse prevention training. All the participants were administered through a survey for evaluating their knowledge and attitudes before and after the training workshop. Small improvements in knowledge and attitudes about sexual abuse and other sex related issues of persons with developmental disabilities were found. Though general attitudes about individuals with developmental disabilities did not change much enough.

Pruitt, et al (2010) conducted a research on "School-Based Interventions for Sexually Aggressive Youths with Developmental Disabilities". The purpose of the study was identify the factors which contribute to the development of sexual anxiety in Adolescents with developmental disability because limited attention has been paid to sexual aggression in Adolescents with developmental disabilities. This result reveals about the benefits and impact of early identification and intervention on young people with Developmental Disabilities about self-concept and behavioral outcomes. Wood (2013), conducting a study on Sexual and Reproductive Health Care for Women with Intellectual disability, The objectives of this study was to contribute to the available evidence by examining care giver's attitude towards disability and their experiences providing sexual hygiene and reproductive health services for women with disability. The study indicated that some service providers hold prejudiced views towards women with disability seeking sexual and reproductive health services, lead hesitation in disability-based discrimination.

Miller, Karen C. (2017) conducted a study on "An Exploratory Study of the Knowledge of Personal Safety Skills among Children with Developmental Disabilities and Their Parents" The purpose of this study was to identify the knowledge of personal safety skills among children with developmental disabilities and their parents' perceptions of children's knowledge. The results revealed various risk factors for sexual abuse among children with developmental disabilities, including children's varied and inconsistent levels of knowledge and the lack of knowledge regarding differentiation between good and bad touch.

OBJECTIVES OF THE STUDY:

To find out the opinion of the parents, of adolescents with Intellectual disabilities and Adolescents with Autism, on the different variables Such as: Importance of imparting Gender Education, Content, Mode of instructions and trainer for imparting Gender Education, for adolescents with Intellectual Disabilities and Adolescents with Autism.

To compare the opinion of the parents, of adolescents with Intellectual disabilities and Adolescents with Autism, on the different variables. Such as: Importance of imparting Gender Education, Content, Mode of instructions and trainer for imparting Gender Education, Content covered, for Gender Education, for adolescents with Intellectual Disabilities and Adolescents with Autism.

METHOD:

A sample of 60 respondents have participated for the survey. Out of 60 respondent' 30 respondents were parents/ caretakers of Adolescents with mild Intellectual Disability and 30 respondents were parents/ caretakers of Adolescents with Autism and 15 father/male caretaker of adolescent boys with Mild I. D. 30 parents/ caretakers of Adolescents with Autism. (15 mothers/female caretakers of adolescent girls with Mild Autism and 15 father/ male caretaker of adolescent boys with Mild Autism.

Non-probability Purposive sampling procedure was used in this study. First of all researcher prepared a list of special schools and general schools with inclusive setup of Delhi NCR area. After this three special schools and two general school with inclusive setup were selected as per the positive response of the school administration. Sample distribution was done according to the attributes as: institutions, age range, gender and qualification.

Sample Distribution: There were 60 people participate in this study. Sample distribution was done according to the age, qualification, gender and the institutions from which the participants belongs.

Sample distribution according to the institutions: There were six Primer educational organizations selected for this study. The table given above shows the information about the distribution of the sample according to the Institutions of the respondent

Table no. -1

Group	Participant	organization	No. of the participants		Gender of the participants		Total
			Male	Females			
Group-1:	Parents of Adolescents with Intellectual Disabilities	Organization no. 4	20	10	10	20	
		Organization no. 5	2	1	1	2	
		Organization no. 6	8	4	4	8	
Group-2 :	Parents of Adolescents with Autism	Organization no. 4	18	9	9	18	
		Organization no. 5	2	1	1	2	
		Organization no. 6	10	5	5	10	
		Total	60	30	30	60	

Sample distribution according to the age range:. Out of 30 participants of parents of AWID 18 parents were between 35-45 and 12 were between 46-55 age range Out of 30 parents of AWA, 15 parents were between 45-55 age range and 15 were 46-55 age range .The table no.-2 shows the information about the sample distribution according to the age of the participants.

Table no. – 2

Groups	Participants	Age Range of the Participants		Total
		Between 35-45	Between 46-55	
Group-1 :	Parents of Adolescents with Intellectual Disabilities	18	12	30
Group-2 :	Parents of Adolescents with Autism	15	15	30

Sample distribution according to Qualification: Out of 30 Parents of AWID 5 parents were illiterates, 10 were minimum educated and 15 were highly educated. Out of 30 parents of AWA 2 parentwere illiterates , 15 were minimum educated and 13 were highly educated .The table given below shows the information about the distribution of the sample according to their qualification

Table no.-3

	Participant	illiterate	Minimal Educated	Educate d	Total
Group -1	Parents of Adolescents with Intellectual Disabilities	5	10	15	30
Group - 2	Parents of Adolescents with Autism	2	15	13	30

TOOL:

The study was conducted through descriptive survey method. A sample of 60 respondents was taken for the survey. Out of 60 respondent 30 respondents were parents/ caretakers of adolescents

with Mild Intellectual Disabilities and 30 were the parents of adolescents with Autism. The sample of present study was drawn from three special schools and two general schools with inclusive setup from the area of Delhi NCR. Non –probability Purposive sampling procedure was used in this study. Sample distribution was done according to the age, qualification, gender and the institutions from which the participants belong. The specific nature of the present study is to secure the opinion of the parents of Adolescents with Development Disabilities, regarding Gender Education. Keeping this in the mind the researcher developed a self-made tool, to collect the data. There is no time limit for completing the scale but it takes 20 to 25 minutes on an average to complete the scale the face validity will be established for the tool. The tool was bilingual (both medium in Hindi and English) The questionnaire consist 51 close ended questions in the form of statements, these 51 Questions were further divided in to four sections as:

Section A: The questions in this section aim to find out the opinion of the parents of Adolescents with developmental disabilities (AWDD), regarding Gender Education for instance: Gender Education is essential for AWDD. This section consist 12 Questions.

Section –B: The questions in this section aim to find out the opinion regarding content regarding Gender education for parents of AWDD, for instance: Identification of parts of body. This section consist 29 questions. Close ended Questions.

Section –C: The Question in this section aim to find out the opinion of the parents of AWDD on the modes for imparting Gender education to AWDD for instance: Demonstration Method. This section consist 5 questions.

Section –D: The Question in this section aim to find out, the opinion of the Parents of AWDD for who should impart gender education to AWDD for instance: Mother should impart Gender Education to the girls with AWDD. This section consist 5 questions.

Table no.4: Comparative analysis of the responses of the parents of the Adolescents with Mild Intellectual Disability and on contented parameters

Sr. No.	Content parameters	Responses of the parents of Adolescents with mild ID.	Responses of parents of Adolescents with Autism						
			Positive	Negative	Neutral	Total	Positive	Negative	Neutral
1.	Importance	75%	8%	17%	100%	65%	11%	24%	100%
2.	Content	80%	6%	14%	100%	65%	7%	28%	100%
3.	Mode	88%	5%	7%	100%	85%	0%	15%	100%
4.	Trainer	58%	18%	24%	100%	66%	20%	14%	100%
	Total	75%	9%	16%	100%	70%	9%	21%	100%

The above table indicates the comparative analysis in percentages of both groups regarding importance, content, modes and trainer for imparting Gender Education to AWDD. The above table indicates that, in term of importance of gender education, there is a slight difference of 10% between the positive responses of both the groups, as 75% content positively respond by the parents of AWID and 65% content positively respond. While as concern the second theme , which is content for gender education , the result shows 15% difference between the positive responses of both groups

as 80% content positively respond by the parents of AWID and 65% content positively respond by the parents of AWA , In term of third theme , which is , modes for imparting Gender Education the positive responses is all most same of both the groups, as 88% of all the questions positively respond by the parents of AWID and 85% of t all the question positively respond by the parents of AWA . As concern the fourth theme , which is , Who should impart Gender Education to AWDD, the result shows 8% difference between positive responses of both groups as 58% of all the questions positively respond by the parents of AWID and 66% of all the questions , positively respond by the parents of AWA . On the other hand there is very little difference, in term of negative and neutral responses regarding all the four themes.

The finding of the present study is very closed to the study on “School-Based Interventions for Sexually Aggressive Youths with Developmental Disabilities”. Conducted by Pruitt, et al (2010) as the purpose of the study was identify the factors which contribute to the development of sexual anxiety in Adolescents with developmental disability the research also reveals about the benefits and impact of early identification and intervention on young people with Developmental Disabilities about self-concept and behavioral outcomes. Therefore this study also recommended that school social workers should be aware about the safety measures in the school environment and the healthy life style of the sexually aggressive youngsters.

Same as Wilson (2011), conducted a study on Meaningful Sex Education Programs for Individuals with Intellectual/Developmental Disabilities. The finding of this study also throughs light on the importance of Gender Education for Individuals with intellectual or developmental disability (ID/DD).

Table no. 5 Comparative analysis in percentages on different background variables such as, gender, qualification and age of the parents of AWDD

Sr . N o.	Variables		Group -1 Responses of the parents of ID.				Group-2 Responses of parents of Autism			
			Positiv e	Negativ e	Neutr al	Total	Positiv e	Negativ e	Neutr al	Total
1	Gender	Male	82%	4.%	14%	100 %	67%	5%	28%	100 %
		Female	77%	6%	17%	100 %	64%	8%	28%	100 %
2	Qualificat ion	Highly Educate d	84%	5%	11%	100 %	65%	6%	29%	100 %
		Average Educate d	82%	7%	11%	100 %	64%	7%	29%	100 %
		Illiterate s	65%	1%	35%	100 %	77%	8%	15%	100 %
3	Age Range	Betwee n 35 -45	84%	6%	10%	100 %	72%	7%	21%	100 %
		Betwee n 46- 55	74%	4%	22%	100 %	64%	1%	35%	100 %
	Total		78%	5%	17%	100 %	68%	6%	26%	100 %

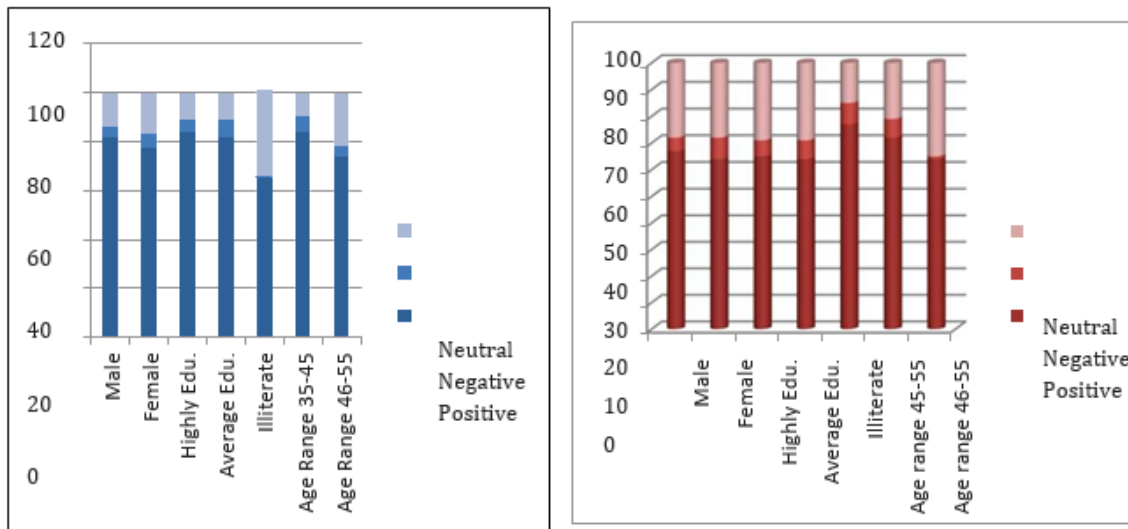


Figure 1 Response of Parent of Adolescents with ID Figure 2 Response of Parents of Adolescents with Autism

The above table indicates the comparative analysis in percentages on different background variables such as, gender, qualification and age, of the total sample in term of their opinion on the content regarding Gender Education for the Adolescents with Intellectual Disabilities and Adolescents with Autism. With reference to Gender variable the result indicates that the positive responses of both genders of parents of Adolescents with Intellectual Disabilities are all most similar and we see the similar trends in group -2 (parents of Autism) also . The result indicates that there is hardly any difference in the responses of the participants in relation to the content for gender education by both male and female parents of Intellectual Disabilities the Result of the present study is very close to the study conducted by Miller, Karen C. (2017) on “An Exploratory Study of the Knowledge of Personal Safety Skills among Children with Developmental Disabilities and Their Parents” The Qualitative data was analyzed of children's responses to questions about good or bad touch and other personal safety skills. The results revealed various risk factors for sexual abuse among children with developmental disabilities, including children's varied and inconsistent levels of knowledge and the lack of knowledge regarding differentiation between good and bad touch.

Table 6: Comparative percentage of the responses on all the Parents of AWDD in term of all four themes:

Sr. no.	Group	Positive	negative	Neutral	Total
1	Group 1 Opinion of the Parents of AWID	77.00%	8.00%	15.0%	100 %
2	Group 2 opinion of the parents of the AWA	68.00%	8.00%	24.00%	100 %
Total		73.00%	8.00%	19.00%	100 %

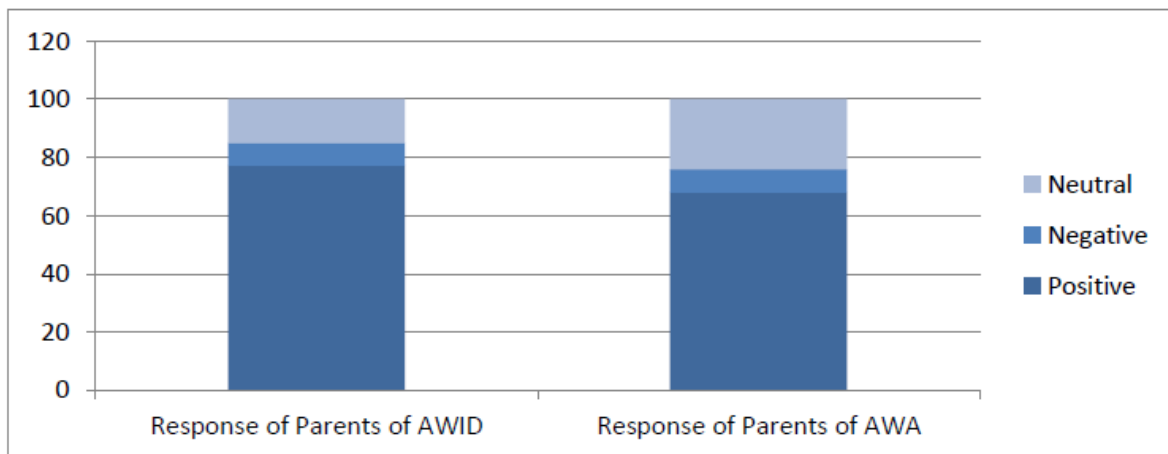


Figure No. 2

The above table and figure indicates the comparative analysis in percentage of the total sample in term of all four themes of the questionnaire as importance of Gender Education, content for gender education, modes for imparting gender education and trainer for imparting gender education to Adolescents with Developmental Disability a sample of 60 respondents was taken for the survey. Out of 60 respondents, 30 respondent parents of Adolescents with Intellectual disability and other 30 were parents of Adolescents with Autism. The overall result indicates that there is a slight difference of 9 %, as Parents of Adolescents with Intellectual disability has 77% and parents of Adolescents with Autism has 68% on positive opinion, similar difference has been seen in term of neutral responses, where parents of Adolescents with intellectual Disability has 15% neutral response and parents of Adolescents with Autism has 24% neutral responses. After analyzing the result and findings, the researcher, reach on the conclusion that parents were very much curious about the importance , content, modes and trainer for imparting Gender Education to AWDD and a large number of parents advocate that gender education may play a significant role for empowerment of the of AWDD.

RESULT AND DISCUSSION:

The result shows that, 75% of the parents of AWID accepted that gender education is important for the empowerment of their wards. Though 8% of the parents thought that gender education is not beneficial for making gender specific relationship, because due to intellectual deficit, there ward may be unable to understand such kind of fine relationship while result shows 65% of the parents of AWA accepted that gender education is important for the empowerment of their wards as per the content, 80% of the parents of AWID have the positive reviews on the content related bodily changes during puberty, avoiding physical exploitation, seeking for support in critical conditions, gender specific hormonal changes and its maintenance on the other side 6% of the parents of AWA thought that content related decision making regarding marriage , raising children, Child rearing practices or training, Management regarding sexuality related issues should not include in gender education syllabus. As per concern of content 65% of the parents have the positive reviews on the content related bodily changes during puberty, avoiding physical exploitation, seeking for support in critical conditions, gender specific hormonal changes and its maintenance. While 7 % of the parents thought that content related decision making regarding marriage , raising children, Child rearing practices or training, Management regarding sexuality related issues should not include in gender education syllabus. As per the concern mode of instructions of imparting Gender Education the result indicates that 88% of the parents of AWID have the positive opinion and agreed that gender education should impart by demonstration method, by showing films and videos, flash cards and pictures to the AWID, while 5% of the parents thought that modes like role play and demonstration method are not relevant for gender education as these kind of modes may confuse their wards while 85% of the parents of AWA, have the positive opinion that gender education should impart by demonstration method, by showing films

and videos, flash cards and pictures to the AWA, while 15% of the parents thought that modes like role play and demonstration method are not relevant for gender education as these kind of modes may confuse their wards. the opinion on trainer for imparting gender education, the result indicates that 58% of the parents were thought that gender specific parents and elderly siblings should impart gender education to AWID, while all the parents were not agree that gender specific friend should impart gender education to the AWA on the other side 99 % of the parents of AWA were thought that gender specific parents and elderly siblings should impart gender education to AWA, while all the parents were not agree that gender specific friend should impart gender education to the AWA. So the result indicates that there is very less difference between the parents of AWID and parents with AWA on the four themes regarding gender education as importance, content, modes and trainer for imparting gender education.

CONCLUSION:

Adolescents with developmental disabilities have a range of physical needs desires and they express their physical desires in different way. Generally person with disabilities lack gender education that would assist them in their personal life. Person with developmental disability lack rights and privileges to have intimacy and close personal relationship. When it comes to gender education for person with disabilities there is sexual discouragement for them. Imparting Gender Education to the Adolescents with Developmental Disabilities is a taboo in Indian scenario. The present study throws light on the opinion of the parents of adolescents with developmental disabilities, regarding Gender Education. The result of the study shows the parents of AWDD have positive opinion regarding gender education and agreed that Gender Education should be a part of the curriculum of their Adolescents with developmental Disabilities.

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