



A Study on The Significant Role Of Stakeholders In Implementing Adip Schemes for Students With Intellectual Disabilities in an Inclusive Classroom Settings

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Abstract. The current research study is explores on the key role of Stakeholders in implementing ADIP (Assistance to Disabled Persons for purchase / Fitting of Aids / Appliances) schemes for students with intellectual disabilities (SwIDs) in an inclusive classroom settings in the Thriuvandathpuram district of Kerala. This scheme is designed to help needy disabled people obtain enduring, complex, and technically built current, standardized aids and appliances in order to facilitate physical, emotional, and psychological rehabilitation of SwIDs while also increasing their growth opportunities. SwIDs are given assistive equipment with the goal of improving their independent living and preventing secondary impairment. The scheme's aids and equipment must be certified in order to be used. The ADIP schemes are the government of India's main program that strives to provide academic aid to disabled persons in order to help them with overall societal, financial, and occupational development. When SwIDs fulfill the required entry criteria, they may be eligible for an ADIP scholarship for living independently. Inclusion promotes for all students, regardless of sex, physical, academic, social, financial, mental, cultural, or other features, to be sought out, welcomed, nurtured, respected, and educated in classrooms. The full inclusion of students with and without special needs into the same classes and schools, make known to everybody to the very same teaching strategies, is known as IE. A total of 32 general educators, 20 special educators and parents 54 were chosen for the present research study. The study makes use descriptive survey method to investigate on the significant role of stakeholders in implementing ADIP schemes for SwIDs. The study sampled 25 schools using a random sampling technique. The data was analyzed quantitatively, and the findings were tallied using percentage. To improve reliability, the findings were recorded with participants. The findings have a significant effect on the confidence of these stakeholders, but it also challenges the aim of guaranteeing that ADIP schemes are implemented in accordance with the government reforms in inclusive classroom settings in the Thriuvandathpuram district of Kerala.

Keywords: Stakeholders, Role, Implementation, ADIP, Inclusive Classroom Settings and SwIDs.

INTRODUCTION

This study set out to examine stakeholders' implementation of ADIP schemes in Thriuvandathpuram district elementary schools taking into consideration stakeholders' role toward inclusion of SwIDs. As an outcome, the study suggested that the Government, in coordination with the ADIP scheme's implementing agencies, develop policy initiatives to boost recipient outreach so that SwIDs could become more prosperous, their growth potential increased, and overall standard of living enhanced. The ADIP scheme has become one of the governments of India's major programs in the area of social justice and empowering. This system will assist needy disabled people in obtaining reliable, advanced, and technically produced new, standardized aid and appliances in order to facilitate physical, social, and emotional recovery of SwIDs while also enhancing their growth opportunities. Besides, facing cultural, socioeconomic, and democratic restrictions, Inclusive education (IE) has made great progress over the last century (Eskay, 2009). The biggest issue that academic interventions across the globe are confronting is IE (Ainscow, 2014). This is in contrast to legal framework, which views IE as "a change that respects and encourages diversity for all students" (UNESCO, 2011). Diverse students' learning beside each other in the very same classrooms is what inclusive education entails. They enjoy going on outings and engaging with after events along. They are both involved in local governance. They also take part the very same sporting events and activities. IE is a method of improving a nation's education program's possibility to achieve over to a broad group of learners in the interest of public growth. The foundation of inclusion is that SwIDs have the same opportunity to a full learning environment as their students without disabilities who obtain mainstream education, with the necessary changes and benefits. IE is a strategy for enhancing the academic program's possibility to achieve out to all students. It implies rearranging classroom environment, policies, and activities in order for them to adapt to the diversity of learners in their cultures. As an outcome, it is significant to investigate a number of issues that are causing roadblocks in the area of IE, with a particular focus on professional development of stakeholders' involvement in implementation of ADIP schemes and independent learning of SwIDs in inclusive classroom settings in the Thriuvandathpuram district of Kerala.

The Role of Stakeholders in Inclusive Education

A stakeholder is a person or group with a vested interest in an organization's success in fulfilling its objective desired outputs and ensuring the long-term survival of its goods, activities, and goals. Every stakeholder's position in a school system contributes to both the overall success of the organization. The school board oversees a supervisor, and the administrator controls the site administration, similar to a check-and-balance framework. Since stakeholders, parents and children have the right to talk to the government, management, and administrator about new policies and implementation. Although every stakeholder has a say in the county's operations, the strength and effect of that say might vary depending on a stakeholder's role and status. According to extensive study, the world civilization is transitioning from the economic to the evolving technology age (Watson and Reigeluth, 2008). "Empowering instructors will enable pupils to be more empowered (Short and Greer, 2002)." Teacher empowerment entails giving educators a voice in decision-making, influence over their working environment and atmosphere, and chances to engage in a variety of educational capacities (Short and Greer, 2002). The goals of education include items like producing a culture educated populace, a global workplace, and individuals who would research and explain (Schlechty, 2001). As just a stakeholder, the teacher must be able to have the specialist skills necessary to guide the students in teaching. An educator could be a leader, director, counselor, and social activist in addition to being an educator. The educator might act as a role model for students or other educators. Stakeholders' role in school administration techniques is predicted to enhance efficiency in elementary schools. The purpose of this study was to determine the extent of stakeholders' role and how it affects educational achievement in public elementary schools in the Thriuvandathpuram district of Kerala.

Statement of Problem

All stakeholders have the potential to benefit from the educational process. Stakeholder participation governance and educational discussion is on the rise across the globe (Jowi, 2003; GOK,

2007). As a stakeholder, the educators are expected to have the professional skills necessary to guide the pupils in learning. An educator could be a teacher, supervisor, counselor, and social activist in addition to being an instructor. The educator might act as a role model for learners or other educationalists. All part of Stakeholders everyday tasks consist in implementing ADIP schemes among SwIDs in inclusive classroom settings. Stakeholders are persons who seem to have a role in the implementation of ADIP schemes at various levels and are responsible for them. It is vital to engage essential stakeholders in any place wherein policy on inclusive education are new, such as Kerala, or in states that are not yet completely developed. Therefore, the study entitled: “A study on the significant role of stakeholders in implementing ADIP schemes for students with intellectual disabilities in an inclusive classroom settings in the Thriuvandathpuram district of Kerala”.

Objectives of the study: (1) To find out the accessibility of ADIP schemes for students with intellectual in inclusive setting in Thriuvandathpuram district of Kerala; (2) To find out the advantages of ADIP schemes from the stakeholders responsible for providing inclusive education for Students with intellectual disability in Thriuvandathpuram district of Kerala

METHOD

In the social sciences, the survey is by far the most popular method of collecting data. A questionnaire template was used to carry out this study. In a, descriptive statistics and quantitative, open-ended answers were incorporated. The quantitative, open-ended answers reveal a great deal about the respondents' principles, interests, and opinions. The specific aspects and specific measurements of trends in the data are included in the quantitative, descriptive analysis. A descriptive study doesn't look at how variables interact or what could have affected the results.

Table 1. Distribution of Special educators and general educators based on age, qualification, experience, salary, locality and types of schools

Variables	Groups	Category	Special educators		General educators	
			N	%	N	%
Age	1	Below 30 years	5	25.0	4	12.5
	2	31- 40years	4	20.0	7	21.9
	3	Above 40 years	11	55.0	21	65.6
		Total	20	100.0	32	100.0
Qualification	1	Post Graduate	4	20.0	12	37.5
	2	Graduate	6	30.0	17	53.1
	3	Diploma	10	50.0	3	9.4
		Total	20	100.0	32	100.0
Experience	1	Below five years	4	20.0	3	9.4
	2	5-10 years	5	25.0	8	25.0
	3	Above 10 years	11	55.0	21	65.6
		Total	20	100.0	32	100.0
Salary	1	Below 10,000	13	65.0	6	18.8
	2	11,000 to 20,000	4	20.0	21	65.6
	3	21,000 to 30,000	3	15.0	5	15.6
		Total	20	100.0	32	100.0
Locality of School	1	Urban	9	45.0	12	37.5
	2	Semi Urban	1	5.0	7	21.9
	3	Rural	10	50.0	13	40.6
		Total	20	100.0	32	100.0

Types of School	1	Govt. Aided	5	25.0	4	12.5
	2	Government	1	5.0	4	12.5
	3	Private	10	70.0	24	75.0
		Total	20	100.0	32	100.0
Gender	1	Male	1	5.0	5	15.6
	2	Female	19	95.0	27	84.4
		Total	20	100.0	32	100.0

Table 2. Distribution of Patents based on gender, locality, age, type of family, employment status, educational qualification, social economic status

Variables	Groups	Category	Parents	
			N	%
Age	1	Below 30 years	4	7.4
	2	31- 40years	24	44.4
	3	Above 40 years	26	48.1
		Total	54	100.0
Qualification	1	Literate	41	79.6
	2	Illiterate	11	20.4
		Total	54	100.0
Socio economic status	1	Low	37	68.5
	2	Medium	17	31.5
	3	High	0.0	0.0
		Total	54	100.0
Employment status	1	Employed	18	33.3
	2	Unemployed	36	66.7
		Total	54	100.0
Locality of School	1	Urban	28	51.9
	2	Semi Urban	22	40.7
	3	Rural	4	7.4
		Total	54	100.0
Types of family	1	Joint	5	9.3
	2	Nuclear	49	90.7
		Total	54	100.0
Gender	1	Male	27	50.0
	2	Female	27	50.0
		Total	54	100.0

For this study, a total of 32 general educators, 20 special educators, and 54 parents were selected. The study utilizes a descriptive survey approach to look at the importance of stakeholders in the implementation of ADIP schemes for SwIDs. A random sampling technique was used in selecting 25 schools for the analysis. In order to increase access to stakeholders' significant role on the ADIP scheme for SwIDs in the Thriuvandathpura district of Kerala, the researcher developed a tool in the form of a Likert scale for special educators, general educators, and parents are working in inclusive

settings. This was obtained by using an ADIP strategies descriptive ranking, Likert-scale style surveys to collect quantitative results from special educators, general educators, and parents in 25 inclusive schools in the Thriuvandathpuram district of Kerala.

By collecting both quantitative and qualitative data, this research utilized a descriptive method. On the basis of the structure, a Likert-scale was created; carry on by open-ended questions, with two domains i.e., accessibility and advantage. The heads of school was given questionnaires to distribute among special educators, general educators, and parents working in 25 inclusive schools in the Thriuvandathpuram district of Kerala.

With quantitative data, a descriptive statistics analysis was used to evaluate the range of values, the mean, variance, and standard deviation. "Analysis starts with the structure, reduction, and demonstration of data and proceeds with task of forming opinions or explanations from the data and justifying those assumptions" (Schwandt, 2001, p. 6). The Statistical Package for social Sciences has been used to gather, code, and analyze data (SPSS, release 21.0).

Before meeting all of the respondents, primary school principals and conducting the survey, permission was first obtained and obtained by the public school bodies. Respondents were assured of privacy and confidentiality, and also the ability to withdraw at any time.

The researcher used independent variables such as category, age, gender, educational qualification, experience, types of service, school locations, salary, family types, socioeconomic status, and employment status in this study.

The Major Finding of the Study, How far ADIP schemes are accessible for students with intellectual disability in inclusive setting in Thriuvandathpuram district of Kerala?. To find the level of accessibility on the ADIP Schemes for students with intellectual among General educators working in an inclusive setting in Thriuvandathpuram district of Kerala, the respondents are asked 10 questions on a five-point Likert scale. The responses are scored as 1 for 'Strongly disagree', 2 for 'Disagree', 0 for 'Uncertain', 3 for 'Agree', and 4 for 'Strongly agree'. The total score of the 10 questions for all 106 respondents is found out, based on which we calculate the mean % score of level of awareness on ADIP Schemes [$MPS = (\text{MeanScore} \times 100) / \text{Maximum possible score}$] were calculated.

This score is classified into one of the four groups: (1) Poor or low if the mean % score is less than 35%; (2) Average if the mean % score is between 35 to 50 percent; (3) Good or medium if the mean % score lies in the interval 50 to 75% and; (4) Excellent or high if the mean % score is above 75%.

A one-sample Z test is carried out to test the significance. The following table gives the Mean, SD, Mean % Score and Z value of the variable considered. (Loyd, B. H., & R. R. Abidin. R. R. (1985). Revision of the Parent Stress Index. *Journal of Pediatric Psychiatry*, 10(2), 169).

Table 3. Mean Standard deviation and z value for Accessibility on ADIP Schemes.

Variables	N	Mean	Std. Deviation	Mean %score	CV	Z	P value
Accessibility	106	20.99	6.31	41.98	30.06	-6.545	<0.001

Interpretations

The mean percentage score level of Accessibility on Inclusive Education Schemes (IES) for students with intellectual disability among special educators working in inclusive setting in Thiruvananthapuram district of Kerala is 35.4% which indicate that level of Accessibility on ADIP schemes is average. The CV indicates that this score is stable as the value is less than 20%. To test whether the sample information that we observe exists in the population or to verify that the level of Accessibility on ADIP schemes for students with intellectual disability among special educators working in inclusive setting in Thiruvananthapuram district of Kerala is average. To test the above hypothesis we use one sample Z test and the result is exhibited in Table 1. 3. From the table the p value is less than 0.05 which indicates that the test is significant. Hence we conclude that the level of

Accessibility on ADIP schemes for students with intellectual disability among special educators working in inclusive setting in Thiruvananthapuram district of Kerala is 50% i.e. average.

2. What are the advantages of ADIP schemes for students with intellectual disability in vital role of general educators, special educators, and parents working in inclusive setting in Thriuvandathpuram district of Kerala?

To find the level of advantages on the ADIP Schemes for students with intellectual among General educators working in an inclusive setting in Thriuvandathpuram district of Kerala, the respondents are asked 10 questions on a five-point Likert scale. The responses are scored as 1 for 'Strongly disagree', 2 for 'Disagree', 0 for 'Uncertain', 3 for 'Agree', and 4 for 'Strongly agree'. The total score of the 10 questions for all 106 respondents is found out, based on which we calculate the mean % score of level of awareness on ADIP Schemes

Table 4. Mean, Standard deviation and z value for Advantages on ADIP Schemes

Variable	N	Mean	Std. Deviation	Mean %score	CV	Z	P value
Advantages	106	21.42	4.68	42.83	21.85	-7.890	0.001

Interpretations

The mean percentage score level of Advantages on ADIP schemes for students with intellectual disability among special educators working in inclusive setting in Thiruvananthapuram district of Kerala is 41.40% which indicate that level of Advantages on ADIP Schemes is average. The CV indicates that this score is not stable as the value is more than 20%. To test whether the sample information that we observe exists in the population or to verify that the level of Advantages on ADIP Schemes for students with intellectual disability among special educators working in inclusive setting in Thiruvananthapuram district of Kerala is average .To test the above hypothesis we use one sample Z test and the result is exhibited in Table 1. 4. From the table the p value is less than 0.05 which indicates that the test is significant. Hence we conclude that the level of Advantages on ADIP Schemes for students with intellectual disability among special educators working in inclusive setting in Thiruvananthapuram district of Kerala is 50% i.e. average.

Recommendations is (1) The study recommends that government should provide infrastructural facilities and funds for effective implementation of ADIP schemes at the Basic level of education; (2). The study recommends that the formulation of educational policy that will ensure public and private partnership in delivery of quality education; (3). The study recommends that the cost of running education should not be too high so that many stakeholders will be able to afford it; (4). The study recommends that there is need for adequate public consultation and input before enacting and implementing any educational policy; (5).The study recommends that the aids and appliances supplied under the Scheme must have due certification.

Delimitations of Study is (1). The study was restricted to the Thriuvandathpuram district of Kerala; (2). The current study focuses will on general educators, special educators, and parents who work with students with intellectual disabilities in inclusive settings in the Thriuvandathpuram district of Kerala; (3). The sample size has been set at 106 individuals.

CONCLUSIONS AND SUGGESTIONS

The results of this study will help teachers and administrators understand the value of stakeholders' role in achieving better academic standards in inclusive classroom settings. Stakeholders saw a mentor, support services, and the district's overall support network as essential components of a successful learning experience. The outcomes could also help the policy makers, through to the education department, develop policies that encourage successful relevant stakeholders. The effects of this study have a significant impact on the unique challenges that learners, general educators, special educators, parents, and school administrators face in the district. This would contribute to the paucity of study in the area of stakeholders' role in implementing ADIP scheme for SwIDs in inclusive classroom settings in the Thriuvandathpuram district of Kerala.

Suggestions for Further study is (1). Furthermore, expanding the sample to also include high school students could result in a more comprehensive set of data all across educational spectrum; (2). A parallel study should be undertaken to investigate district administration's views of design changes in the framework, procedure, and nature of ADIP Scheme implementation; (3). Alternative researches in many other fields of disability are possible; (4). Various types of ADIP scheme studies should really be carried out among people with various disorders; (5). Comparable studies may be conducted on a broader range of populations.

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