



Impact of Teachers (Educators) in Developing Self Help Skills with Intellectually Impaired Patients

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Keywords: Self Help Skills, Intellectually Impaired, Educators, Special Education,	<p style="text-align: center;">ABSTRACT</p> <p><i>The primary goal of this research was to identify the impact that teachers (educators) on generating self-help skills with intellectually impaired students. This quantitative study had been adopted a simple random technique. Further, the research questionnaire was divided into three sections. For reliability analysis, Cronbach's alpha had been used. For section 1 (awareness of teachers for self-help skills) .87 value had been determined. For section 2 (Importance of teachers' training for self-help skills) and section 3 (Assessment of student's progress in self-help skills), the values were derived .78 and .83. Findings of this research highlighted the high level of awareness among teachers for self-help skills. They also support that self-help skills are compulsory to lead their life independently. Therefore, teacher training for developing self-help skills among students must be conducted. The study suggests that government should facilitate in-service training programs at the district level.</i></p>
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1 Introduction

Self-help skills include numerous intricate mechanisms that enable children to respond to their surroundings correctly. Human self-help ability is in many ways like a thermostat. A

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thermostat sensor, measures and compares the temperature to a predetermined threshold. The thermostat switches on or off a heating or cooling system when the reading crosses the threshold. To understand, hear, touch, taste, smell, and compare what they knew before, children also need to learn to (Bouras & Jacobson, 2000).

Children should also learn to regulate themselves, so they can communicate with a variety of systems (for example, motors or communication systems) to select and respond. Young children may learn how to exercise simple self-help skills regularly – they simply have to learn. You first need to know what the young child wants, how your child's talent is developed and how to offer clear, easy directions on the work when training a child to perform self-handling. In addition, encouraging children might assist to promote their achievement (Derryberry & Reed, 1996).

There are numerous scales of adaptable behavior, and a proper evaluation of the quality of adaptive behavior also requires clinical examination. For adaptive behavior, some abilities are necessary, such as; Daily living skills, such as dressing, eating, and toileting; Communication skills involve how to communicate with others; Social skills with peers, family members, spouses, adults, and others.

Teachers prefer to concentrate on language and daily living skills while normally children are developing. Moreover, children with delays will receive appropriate language training, but typically neglect or ignore their self-help skills. Self-help skills must be focused on throughout the pre-school years if children are to be accepted and gain independence in school (Baker & Brightman, 2004).

1.1 Self-Help Skills

The "SELF-Assist" concept can help educators build self-help abilities in students with mental disabilities.

S - To begin, choose the most appropriate suggestions. After teaching a youngster to use a spoon, for instance, the instructor can stop physically helping the child when the utensil is placed in the child's mouth. The requirement for manual assistance is expected to decrease as the kid develops greater independence.

E -Develop a schedule. Self-help skills can be fostered in large part through the establishment of routines. Putting on a coat is an example of a self-help skill that is commonly used before heading outside to play. After lunch, the curriculum incorporates toothbrushing as another self-help skill.

L – Learning, not time, is of utmost importance. The ultimate goal is for the kid to develop the ability to take care of himself or herself, however, this may take longer for a child with a handicap. Persistence is the key to success.

F - The final grade must be for failing to find sufficient incentives. Environmental rewards based on searches can be tailored to a user's specific needs and age range. Hunger is satisfied by the liquid you drink, which is a natural reward. Make a big deal out of the fact that your kid is learning how to use a cup by saying things like, "Look! You can take a cup drink!"

H-. Assisting from connected experts is crucial to further assist their students, educators should seek out data on targeted strategies and specialized tools. If you want to learn further about assistive and specialized technology, occupational therapists and specialized educators are great places to start.

E - Anticipate a happy ending. Teachers may not try to teach children with cognitive difficulties self-help skills because they do not believe it is possible. There is a correlation between teachers' optimism about their students' abilities and the student's actual achievement.

L - Instruction must emphasize study. The game's design, which incorporates opportunities to foster self-help throughout the day, will provide the repetitions needed to master certain skills. To help with skills like buttoning, zipping, snapping, and tying, dress-up clothes can be utilized in the laundry room.

P - Parental involvement is crucial to the program's success. Some studies suggest that children's ability transfer is enhanced when parents actively reinforce school-learned skills at home (Farlow & Snell, 2006).

Pakistan has one of the highest reported rates of childhood intellectual disabilities in the world. Prevalence estimates vary from 19.1/1000 for serious intellectual disability to 65/1000 for mild intellectual disability challenges (Laugeson, Ellingsen, Jennifer Sanderson, Tucci, & Bates, 2014). However, previous studies were not focused on the impact of teachers in developing self-help skills with intellectually impaired students in Pakistan. This study is fulfilling the research gap and will help all those teachers who serve their lives for the betterment of special children especially the child who have an intellectual disability. Therefore, this study aims to identify the impact of teachers in developing self-help skills with mild intellectually impaired students.

2 Review of Literature

Intellectual Disabilities (ID)

“Intellectual disability refers to substantial limitations in present functioning”

The U.S. Education Department defines mental delay as "a substantial under average intellectual functioning that exists in conjunction with adaptive behavior deficits and that occurs during the development period, unfavorable to educating a child". The definition shows that a student with ID is considerably below the average since both cognitive and adaptive behavioral problems are manifested. Researchers find that many persons with a slight intellectual disability make enormous progress in adaptive skills, some to work independently when introduced to self-help techniques at an early stage. Some children with modest delays will not be detected until they get to school and occasionally if academic work is more challenging. Few enter class 6 and can master skills well enough for self or semi-independent support (Turnbull, Turnbull, & Wheeler, 2007).

Assessment and Classification of Intellectual Disabilities

Several major developments in the identification and categorization of intellectual disability were made during the middle of the twentieth century. They were affected significantly by at minimum three factors. To begin, the study results demonstrated the operational and cognitive abilities of people with intellectual disabilities, proving their aptitude for learning. Second, governments were advised to examine their legal frameworks in the United Nations Declaration of the Rights of the Person with Intellectual Impairment (UN, 1971) to better safeguard the rights of individuals with intellectual impairments. Third, the uplifting environment generated by the deinstitutionalization movement in various western nations poses a challenge to the moral convictions of many people with intellectual impairments (Parmenter, 2004).

Support Needs Framework

The benefits of a support need categorization method in contrast to previous IQ-based classification practices (that is, mild, medium, severe and profound) are considered when designing vocational and educational programs also implemented for persons with mild mentally challenged. The first is to have a personalized approach to the delivery of services that fits that person's specific support requirements. Rigid generalizations about people's behavior and requirements in a particular IQ range do not anticipate an individual's needs. This method does not fit socially conveniently (Shakespeare & Watson, 2001).

There is no question that a framework for addressing the functional needs of an individual diagnosed with an intellectual disability was more effective than efforts to improve his or her working conditions with an approach to capacity therapy. This technique, which was popular in the seventies and eighties, attempted to enhance a person's ability to learn with intervention based on a cognitive profile, as psychological tests have evaluated. Research has constantly shown that this approach has almost little advantage (Ysseldyke & Marston, 1982).

Etiologic Risk Factors

The timing of prenatal phases, the age at which perinatal time begins, and the age at which postnatal time begins pose the topic of the third criterion for determining intellectual disability (i.e., before age 18). Although the age of 18 has been arbitrarily chosen, intellectual disability is acknowledged as being a subset of the larger developmental disability group. For instance, a person who at the age of 19 had sustained a serious brain injury or been diagnosed with a condition such as meningoencephalitis, both of which have the potential to alter the cognitive processes irreversibly, would not be eligible. There is no accepted scientific consensus on how long the developmental process takes. This issue is consistent with the conclusion that was presented, which said that the phrase "intellectual disability" was not a concept derived from science but rather from administrative practices (Salvador-Carulla & Bertelli, 2008).

Steps for teaching Self-Help Skills

Teachers, therapists, and parents have created a set of strategies that may teach children with mental disabilities in a highly successful way, jointly or independently. The good news is that these approaches can teach almost any talent, regardless of their skills and obstacles, to just about everyone (Rudy, 2020).

1. **Task Analysis:** Task analysis is a technique that divides a certain task into its pieces. For example, a toothpick, toothpaste, and a cup are included in brushing teeth. Then the toothpaste must be put on the brooch, the lower teeth broken, the upper teeth browned, the brush washed, the brain cleansed and all devices correctly removed.
2. **Creating a Visual Guide:** Many parents develop visual guidelines to make sense, recall and be comfortable for their children with disabilities. Each phase of the process may contain pictures or video art pieces. Many parents develop visual guidelines to make sense, recall and be comfortable for their children with disabilities. Each phase of the process may contain pictures or video art pieces.
3. **Prompting and Fading:** First of all, a child with disabilities may require a lot of support to remember and complete each stage of a job effectively. Prompting may entail hand-over assistance. Physical. As you learn, parents begin to "write" the instructions.

Constructivist theory and practice

In contrast to a theory, constructivism is a teaching approach. To help learners, make sense of new ideas, the model integrates new ideas by combining fresh experiences with prior knowledge. In the technique of building knowledge and the involvement for students and also for teachers, the benefit of the constructionist approach is. The teachers' involvement is essential in the classroom scenario since information is not passable like commodities from one person to the next. Recent studies have revealed that instructors must be study-oriented, especially when it comes to students with mentally challenged. The authors believe that establishing the learning process in a social setting is insufficient and that students must engage in cooperation and touch with one another. When students have these kinds of experiences, it becomes obvious to them how to apply their own body of knowledge (Akpan & Beard, 2016).

Behaviorist theory and practice

The Theory of Behavioral Learning engineered the behavioral and functionalist-inclined trend. It has been able to create a link between animals and their surroundings through discoveries made by Pavlov on animal stimulation reactions. If animals such as dogs respond and may be conditioned and trained to stimuli, humans are also capable of responding to the same behavior (Overskeid, 2008).

3 Materials and Methods

To conduct this research, a quantitative approach was utilized as the type of research design. Random sampling method was utilized in the collection of the sample. The information gathered from teachers dealing with intellectual disabilities learners. Information was gathered digitally using Google Docs and analyzed using SPSS. The data were analyzed using descriptive and inferential statistics. The demography items and questions are displayed using frequencies and percentages, and differences in teacher opinion are shown using a T-test and one-way ANOVA on a random sample of the data. Conclusions and recommendations have been drawn from the results.

4 Results and Discussion

Table 1

Sample Description based on demographics

Sr#	Description	Frequency (f)	Percentage (%)
Gender			
1	Male	43	43
2	Female	57	57
	Total	100	100
Designation			
1	SSET	34	34
2	JSET	36	36
3	Educator	9	9
4	Psychologist	4	4
5	Speech Therapist	7	7
6	Other	10	10
	Total	100	100
Area			
1	Rural	34	34

2	Urban	66	66
	Total	100	100
Experience			
1	1 to 5 yrs.	64	64
2	6 to 10 yrs.	15	15
3	11 to 15 yrs.	12	12
4	Greater	9	9
	Total	100	100
Divisions of Punjab`			
1	Lahore	10	10
2	Bahawalpur	38	38
3	Rawalpindi	4	4
4	Sargodha	3	3
5	Multan	9	9
6	Dera Ghazi Khan	26	26
7	Sahiwal	5	5
8	Gujranwala	2	2
9	Faisalabad	3	3
	Total	100	100

Table 2
Analysis at the Basis of Questions

Sr.#	Statements of Qs	A f (%)	UD f (%)	D f (%)	M	SD
Teachers 'awareness of self-help skills						
1	It is difficult for intellectual disabilities students to learn self-help skills.	77(77)	4(4)	19(19)	1.11	.38
2	He/she requires much time to teach intellectual disabilities students about self-help skills.	59(59)	17(17)	24(24)	1.21	.56
3	He/she requires much time to teach intellectual disabilities students about self-help skills.	55(55)	19(19)	26(26)	1.10	.39
4	Intellectual disabilities can learn self-help skills without any expert teachers.	44(44)	10(10)	46(46)	1.09	.37
5	It is a time-consuming task to teach Students with intellectual disabilities about self-help skills.	55(55)	10(10)	35(35)	1.23	.58
6	Some of the students can learn self-help skills more than others.	90(90)	3(3)	7(7)	1.10	.37
7	All teachers can develop self-help skills in students with mild intellectual disabilities.	72(72)	10(10)	18(18)	1.20	.53

Importance of teachers' training for self-help skills							
8	He/she requires necessary training to teach students with intellectual disabilities about self-help skills.	39(39)	20(20)	41(41)	1.29	.69	
9	After learning self-help skills intellectual disabilities can live independently.	56(56)	10(10)	34(34)	1.19	.70	
10	He/she gives any training to students with intellectual disabilities that how to exist in society.	35(35)	30(30)	35(35)	1.05	.39	
11	He/she gives any training to intellectual disabilities that how to exist in society.	62(62)	14(14)	24(24)	1.39	.78	
12	To teach students with mild intellectual disabilities held meetings with their parents.	37(37)	19(19)	44(44)	1.12	.38	
13	Government providing facilities to contain intervention plans to develop self-help skills in students.	89(89)	7(7)	4(4)	1.10	.39	
14	All of the teachers of special education are professionally trained to develop self-help skills for intellectual disabilities.	86(86)	9(9)	5(5)	1.21	.66	
15	Special education centers facilitating the teachers to develop self-help skills.	69(69)	13(13)	18(18)	1.18	.64	
Assessment of student's progress in self-help skills							
16	It takes help from experts to teach intellectual disabilities about self-help skills.	45(45)	16(16)	39(39)	1.18	.59	
17	It is necessary to hold meetings with their teachers.	38(378)	35(35)	27(27)	1.19	.29	
18	Made a checklist about the progress report of mild intellectual disabilities.	43(43)	28(28)	29(29)	1.14	.36	
19	Made a checklist about the progress report of mild intellectual disabilities.	51(51)	14(14)	35(35)	1.18	.78	
20	A teacher faces difficulties to develop self-help skills.	56(56)	14(14)	30(30)	1.28	.71	
21	Parents of students with mild intellectual disabilities are satisfied with the role of special	87(87)	6(6)	7(7)	1.18	.48	

	education teachers in developing self-help skills in students.					
22	The services of other professionals are available to develop self-help skills for mild intellectual disabilities.	77(77)	8(8)	15(15)	1.10	.52
23	Teachers of special education are prov with the stimeient times to teach self-help skills to mild intellectual disabilities.	86(86)	4(4)	10(10)	1.09	.52
24	Teachers of special education taking in-service training to develop self-help skills for mild intellectual disabilities.	75(75)	4(4)	2121)	1.10	.51
25	All of the teachers of special education are professionally trained to develop self-help skills in students with intellectual disabilities.	62(62)	10(10)	28(28)	1.27	.55

Table 3
Inferential Statistics Table Sorted by gender Participants

Using a statistical technique independent-sample t-test, we compared the responses of men and women and provide our findings in the tables below.

Gender	N	Mean	S.D.	df	T	Sig.
Male	43	41.4	5.3	96	-1.17	.352
Female	57	42.6	5.5			

*P > .05 Level of Significance

Using t-statistics (t (96) =-1.17, *P >.05=.35)2, we can see that there is a statistically significant difference between males and females when it comes to the acquisition of self-help abilities. Furthermore, research shows that female respondents had higher expertise than male respondents.

Table 4
The difference between teachers depending on rural or urban areas (Independent Sample t-test)

Area	N	M	S.D.	Df	T	Sig.
Rural	34	39.10	4.0	986	-1.40	.003
Urban	66	41.20	5.5			

*P < .05 Level of Significance

The table indicates that using t-statistics (t (986) =-.254, *P >.05=.003), we conclude that there is a statistically significant difference in the rate at which rural and urban respondents acquired self-help skills. The rural sample had a mean of 39.10 and the urban sample had a mean of 41.20. As a result, urban respondents have a higher level of consciousness.

Table 5

The difference between teachers according to the type of their designation (one-way ANOVA test)

Designation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	102.9	15	5.81	2.70	.003
Within Groups	168.9	84	2.08		
Total	271.8	97			

* $P < .05$ Level of Significance

To compare the views of teachers based on their designation, one-way ANOVA has been done. Although the mean score among groupings (Sum of squares=102.9) was greater than among groups (Sum of squares=168.9), this difference was not statistically significant ($F(2.70) = .65$, $p > .05$). The magnitude of the differences in the means squares (mean square difference=271.8) was significant.

Table 6

The difference between teachers depends on the participant's experiences (one-way ANOVA test).

Experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.15	19	.36	.67	.83
Within Groups	41.90	80	.50		
Total	48.11	99			

* $P > .05$ Level of Significance

To compare the views of teachers based on their experiences, one-way ANOVA has been conducted. Although the mean score among groupings (Sum of squares=102.9) was greater than among groups (Sum of squares=168.9), this difference was not statistically significant ($F(2.70) = .65$, $p > .05$). The magnitude of the differences in the means squares (mean square difference=48.1) was significant.

Table 7

The difference between teachers depending on the participant divisions (one-way ANOVA test).

Division	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	88.66	15	4.90	.65	.83
Within Groups	600.30	80	7.44		
Total	688.96	98			

* $P > .05$ Level of Significance

To compare the views of teachers based on their divisions, one-way ANOVA has been done. Although the mean score among groupings (Sum of squares=102.9) was greater than among groups (Sum of squares=168.9), this difference was not statistically significant ($F(2.70) = .65$, $p > .05$). The magnitude of the differences in the means squares (mean square difference=2.48) was significant.

The purpose of this study had been accomplished and findings showed that lack of knowledge of the correct methods and strategies of teaching students with mentally retarded, meant that students with mentally retarded were not taught self-help skills effectively. During class observation, it was noted that students with mentally retarded were not able to perform self-help skills satisfactorily (Cannella-Malone et al., 2011). In the first part of the survey, participants were

asked whether or not they agreed with the following statement: “It is difficult for intellectually disabilities students to learn self-help skills.” All teachers were able to develop self-help skills in students with mild intellectual disabilities. In addition, respondents expressed their agreement with the statements that “teachers of special education professionally trained to develop self-help skills in intellectual disabilities.” (62%). “Teachers of special education provided with sufficient time to teach self-help skills in mild intellectual disabilities.” (86%) “The services of other professionals available to develop self-help skills to mild intellectual disabilities.” (77%). Teachers failed to develop self-help skills because of the absence of equipment and resources. Teachers do not understand the value of self-help skills needed for children who are intellectual disabilities. During class observation, it was seen that students with mental disabilities could not successfully perform. This has led special schools to low self-help performance. The study showed that the top place was the absence of instructional material. This must have influenced self-help education (Leaf et al., 2016). Therefore, Spooner, Knight, Browder, and Smith (2012) stated Intellectual disabilities have poor motor skills therefore they not done their work properly. Lack of teacher participation in developing self-help skills is the reason that students do not maintain their balance in work. The mention of poor memory (low cognitive ability) and clumsiness was an indication that both head teachers and teachers lacked knowledge of the characteristics of mentally retarded students. Such students were not taught self-help skills, which are a core to independent living. Further studies should also be replicated in other provinces of Pakistan to know the impact of teachers in developing self-help skills with mild intellectually impaired students.

5 Conclusion and Suggestions

The study was designed to determine the function of teachers as learners with mild intellectual impairment to enhance their self-living skills. It shows that a lack of understanding of the right methods and tactics to teach mentally delayed children has not properly taught self-help skills to students with mental retarded. Detailed results of equipment tried during the investigation were reported by the researchers. In the past, various research studies in the context of school effectiveness have been performed; however, in Pakistan, this study seeks to build a new piece. This is why the students do not keep their work balance because of a lack of teacher engagement in improving their skills. The following are recommendations for future researchers;

- The government provides service training for teachers of special education for students with mild intellectual disabilities to teach self-help skills.
- Provide then a sufficient time to teach self-help skills for mild mentally challenged students.
- Educators in the Punjab province who are intellectually disabled provided the data for this study. It is necessary to grow the population to get reliable findings.
- Determine their level of disability and time duration before designing a plan to teach self-help skills
- Provide a suitable atmosphere for teachers and students to learn self-help skills.

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