



RESEARCH PAPER

Satisfaction Level of Intellectual Disable Children's Teachers about the Social Skills Curriculum at Primary Level in Punjab

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ABSTRACT

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This research was conducted to explore the satisfaction level of teachers about the social skills curriculum for mentally challenged children at primary level. Teachers in special schools need to highlight the gaps in curriculum to enhance the social skills of ID children. Social skills are key to learn through peers. If the child is social then he could better understand the things through his classmates along with the teacher. In this regard the research is conducted to evaluate the level of satisfaction of teachers about the curriculum of these children. The data is collected from 100 ID's teachers from all over the Punjab at convenient basis. The data is compiled and analyzed at SPSS to fetch the results. The results indicated that the teachers experienced a low level of satisfaction about the curriculum of social skills. Recommendations were made through a fruitful discussion keeping in view the results analyzed that there is a need to make suitable changes in the curriculum of MCC to enhance their social skills

Introduction

Education is the main and top priority aspect, and all parties need significant attention since education is a determinant of the nation's future success. A teacher's skills are integrated into an individual learning program to harmonies the existence of his students with the current curriculum (Suchyadi, Ambarsari, & Sukmanasa, 2018). American Diagnostic and Statistical Psychiatric Associations have provided one most comprehensive definition of ID: intellectual level considerably below the average of 70 or below. In Intellectually disabled child has severe restrictions in adaptive measures: communication with another, self-care, family life, social and inter-personal skills, public services, self-management, abilities in education and health and safety that begin before 18 years old: (Arania & Dehghnizadehb,

2020). Communication is necessary in order to interact with the environment, a form that speaks of children who are mentally impaired demands maximal care in adapting to their surroundings, working with others and evoking awareness of the environment. Speech is a physical feature of children with mental delays, in which the uterus of MCC is enormous, thick lips, restricted nasal cavity and poor jaw position leads to conspicuous joint problems so that communication with the surrounding environment will be very difficult (Suchyadi, Ambarsari, & Sukmanasa, 2018). In Pakistan the curriculum is not designed properly as it required for the needs of special children. The gap still exists while designing the curriculum. As the Mentally challenged students are concerned their curriculum should possess social skills curriculum so that they could learn how to interact with their peers and peoples.

Literature Review

Special education consists of a series of educational activities carried out by particularly develops curricula and specially educated personnel in an environment which is suited for the disability and nature in children who, because of a disability or obstacles like damage, deviation or impotence, do not enjoy mainstream education (Özgüven, 2002). In various intelligence behaviours, the information deficiency with which the intelligence quotient is usually found between 50-55 and 70 is mentally impaired. Mildly mentally challenged children are children whose intellect is less than normal and cannot benefit properly from primary school curriculum. It is stressed, however, that these children may be taught in primary school, socially adapted at a level adequate to live independently and, if supported in whole or in part, have the ability to enhance professional development (Demirel, 2010).

Kaczmarek (2002) conceptualizes communication skills as having social adequacy and communicative adequacy that intertwine to achieve effective social communication. Experts have also recognized traits related to good social communication. Rao, Beidel and Murray (2008) identify social skills as special behaviours. The writers offer instances of smile, eye contact, queries and questions answered and praise and recognition.

Social impairments are often reflected in at least one of the three areas, including child social communication skills, peer-related growth and stability, friendships and child-related processing of social information. Social disabilities are generally expressed in at least one of these categories. Children with ID have a lot of thorough social development tests and social skill shortcomings (Guralnick, 1999). Consequently, social situations and social deficiencies vary considerably with the degree of deficiency in intellectual and adaptive functioning. In children with developmental delays the same psychiatric conditions could be linked to social discomfort (Dekker, Nunn, & Koot, 2002).

Extensive research has shown that relative strength and weaknesses in social conduct are characteristic pattern of social behaviour linked to ID etiology (Fidler et al., 2002). For example, improved sociability, including a lack of alienation, has been discovered in children with Williams syndrome (Klein-Tasman & Mervis 2003), whereas Down's syndrome has stronger social skills than non-specific ID controls (Walz & Benson, 2002).

Social Skills Training (SST) Interventions

Some important SST interventions are discussed below.

Social Skills Training for improving Interaction Skills

Matson, Kazdin and Esveldt-Dawson (1980), provided in-depth training for children aged 11 or 12 with a moderate intellectual handicap. Which was compounded by behavioral difficulties. The intervention focused on six key behaviours: bodily movements, facial manifestations, contact of the eye, number of spoken words, tone of voice and word content. All particular actions and overall scores of social skills were much improved.

Social Skills Training for Social Play Skills

Because cooperative play is one of children's major socializing environments, it might be important to develop interactive play skills for social functioning.

Social Skills Training for Peer Meditation

The training and study of children with disabilities to engage their peers had a beneficial influence on the social functioning of children with disabilities.

Social Skills Training for Social Problem Solving

Increasing social conduct in five children with modest identification and comorbid ADHS has been found to result in the combination of video feedback and self-monitoring (Embregts, 2002). Instead, two children with a modest ID who were trained to vocally answer problems resulted in improved class engagement by children. Same was done by SST with actions to decode social indicators and generate a social response in two 16-year-old adolescents with a mild ID. SST also improved the number and quality of social interaction.

Social Skills Training for Use of Board Games

Various psychosocial activities for the children are provided using board games and play therapy (Schaefer & Cangelosi, 2002). The results of these research match the results of other shorter, organized SST experiments and demonstrate the necessity of processes to not only support a socially suitable behaviour, but also the acquisition of these protocols.

Material and Methods

Research Design

This study is aimed to explore the satisfaction level of Intellectual disable children's teachers about the social skills curriculum at primary level in special education department Punjab. The research is quantitative in nature. This is descriptive research.

Population and Sample of Study

The population for this study was all special education teachers teaching the MC students at primary level in department of special education Punjab. The sample comprising of 50 Intellectual disable children's teachers is selected at convenient basic which were easily approachable for data collection because of current scenario of epidemic COVID-19.

Instrumentation

A need assessment checklist is designed by the researcher to collect the data regarding the social skills of MC students. This checklist comprised of two parts; one is about demographic information and second part consists of questions about the social skills.

Collection and Analysis of Data

Data was collected online with the help of Google form and was analyzed at SPSS in which different tests (frequencies, percentage, T-test, one way ANOVA) are applied to sort out the results. The data is presented in the form of following tables given below.

Results and Discussion

Table 1
Sample Description on the base of demographics

Sr#	Respondents	Frequency (f)	Percentage (%)
Gender			
1	Male	32	32
2	Female	68	68
	Total	100	100
Scale			
1	17 th	17	17
2	16 th	83	83
	Total	100	100
Area			
1	Rural	46	46
2	Urban	54	54

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	Total.	100	100
Experience (in years)			
1	1 to 5	47	47
2	6 to 10	31	31
3	11 to 15	15	15
4	Greater than 15	07	07
	Total.	100	100
Division			
1	Lahore	12	12
2	Multan	24	24
3	Rawalpindi	07	07
4	Sargodha	04	04
5	Bahawalpur	11	11
6	Dera Ghazi Khan	18	18
7	Faisalabad	06	06
8	Gujranwala	07	07
9	Sahiwal	11	11
	Total	100	100

The above table describes the demographics of respondents. There was total 100 respondents who were taken as a sample in which 32 males and 68 females have filled the questionnaire. Representation of respondents from the rural area is 46% while the 54% of the respondents were from urban areas. The quantity of teachers having experience more than 1 to 5 years is more in the respondents. Participation of participants from division Multan and DGK is dominant.

Table 2

Sr#	Questions	1 f (%)	2 f (%)	3 f (%)	M	SD
Interpersonal Relationships(Responding to Other)						
1.	Looks at the parent's face.	93(93)	4(4)	3(3)	1.07	.38
2.	Watches (which are followed with eyes) for a person who moves 5 seconds or longer near bed or crib.	61(61)	11(11)	28(28)	1.46	.68
3.	Reaches the family person when he or she holds his or her arms.	82(82)	5(5)	13(13)	1.19	.50
4.	Shows preference towards individuals and items (i.e., reaches for or moves toward person or object, smiles, etc.).	84(84)	5(5)	11(11)	1.17	.49
5.	Moves to search for parents, careers or another family member in the vicinity.	84(84)	11(11)	5(5)	1.23	.63
6.	Interest in children other than	86(86)	8(8)	6(6)	1.18	.55

	siblings of the same age (for example, smiles at them, watches them, etc.).					
	Expressing and Recognizing Emotions					
1.	Shows 2 or more emotions, e.g. laughter, shouting, yelling, etc.	80(80)	12(12)	8(8)	1.28	.67
2.	When approached by a familiar individual, he smiles or makes noises.	85(85)	10(10)	5(5)	1.23	.61
3.	Displays affection for families (e.g. hugs, hugs, kisses, cuddling...).	85(85)	6(6)	9(9)	1.17	.51
4.	Use acts to convey satisfaction or care to others (i.e, holds hands, hugs pats arm, etc.)	63(63)	8(8)	29(29)	1.41	.63
5.	Shows a will to satisfy other people (even if not capable, for instance shares a snack or a toy, etc.)	82(82)	10(10)	8(8)	1.24	.62
6.	Uses words to communicate one's feelings (e.g., "I am glad," "I am afraid"...).	82(82)	12(12)	6(6)	1.26	.66
7.	Use words to communicate pleasure or worry to others (saying "yes, you won," for example; "all of you, right?" etc.);	78(78)	11(11)	11(11)	1.29	.65
8.	Recognizes other people's like and dislike (i.e, 'Susie isn't eating pizza', 'chow enjoys soccer;' etc)	82(82)	13(13)	5(5)	1.27	.68
9.	Shows the same amount of emotion as others (for example, does not downplay or overdramatize a situation, etc.)	84(84)	10(10)	6(6)	1.22	.61
	Social Communication					
1.	Makes social contact or strives to get there (for example, smiles, makes noises, etc.)	85(85)	9(9)	6(6)	1.20	.58
2.	Answers when known adults talk (asked, for instance, "How are you?" "I'm okay," Sys. "Thanks" says, "You look wonderful;" etc.	92(92)	4(4)	4(4)	1.08	.39
3.	In social circumstances, maintain a comfortable gap between yourself and others (i.e, do not get closer to another person when talking, etc.)	91(91)	6(6)	3(3)	1.11	.47
4.	Discussion of common interests with others (i.e, sporting, summer plans,	86(86)	11(11)	3(3)	1.21	.62

	TV shows, etc.)					
5.	When individuals meet, he or she knows, it begins to speak little (e.g., "What are you doing?")	92(92)	5(5)	3(3)	1.09	.42
6.	Do not choose to speak uncomfortable or meaningful things or put awkward public questions.	90(90)	6(6)	4(4)	1.12	.47
7.	Understands that other people don't know his or her ideas unless when he or she tells them.	83(83)	12(12)	5(5)	1.25	.66
8.	Is very guarded when it comes to personal stuff.	88(88)	4(4)	8(8)	1.12	.43
9.	Works with others to arrange or participate in an activity (i.e, sports, a birthday party, etc.)	87(87)	10(10)	3(3)	1.19	.60
10.	Demonstrates the understanding of hints or indirect clues in a dialogue (for instance, it recognises that "I'm bored" might signify "I don't want to speak about")	90(90)	7(7)	3(3)	1.13	.50
11.	Start talking through topics that are important to others (e.g., "Tyrone says you enjoy computers," etc.).	88(88)	9(9)	3(3)	1.17	.55
Thoughtfulness						
1.	Acts if someone has to help (i.e, holds door open, picks up dropped items, etc.)	94(94)	5(5)	1(1)	1.07	.40
Friendship						
1.	It shows a search for friendship with others of equal ages (e.g., "Do you like to play?" Or another youngster is taken by the hand, etc.)	87(87)	7(7)	6(6)	1.16	.52
2.	Has the best buddy or exhibits preference over others for select pals (both sexual).	91(91)	6(6)	3(3)	1.14	.51
3.	Regularly meets buddies.	90(90)	5(5)	5(5)	1.11	.43
4.	Sets acceptable friendship standards (i.e, do not expect to be a friend of a single person, or always have a friend at your disposal, etc.)	77(77)	12(12)	11(11)	1.31	.67
Dating						
1.	Goes to the dates of the group.	89(89)	8(8)	3(3)	1.15	.53
2.	Goes solely on a single date.	95(95)	4(4)	1(1)	1.05	.35
Play and Leisure Time Subdomain						
1.	Answer a fun parent or guardian (i.e,	81(81)	18(18)	4(4)	1.36	.77

	smiles, laughs, claps, hands, etc.)					
2.	Shows care for the area (i.e, looks or moves around, touches objects or people, etc.)	85(85)	13(13)	2(2)	1.24	.66
3.	Play with others simple games (i.e, peekaboo, patty-cake, etc.)	77(77)	16(16)	7(7)	1.35	.74
4.	Play with another boy, each with different things.	94(94)	3(3)	3(3)	1.05	.32
5.	You want to play with other children (for example, does not stay on the edge of a group or avoid others)	76(76)	18(18)	6(6)	1.38	.77
6.	Play one or more children up to 5 minutes in cooperation.	94(94)	3(3)	3(3)	1.05	.33
7.	Plays of more than 5 minutes in collaboration with children.	87(87)	9(9)	4(4)	1.18	.57
8.	Keep playing with a tiny child while the parent or caregiver leaves.	92(92)	6(6)	2(2)	1.10	.45
9.	Plays Under minimal supervision with others.	72(72)	25(25)	3(3)	1.49	.86
10.	Use home or other goods to believe in activities (i.e, pretends a block is a car, a box is a house, etc.)	88(88)	8(8)	4(4)	1.16	.54
	Playing Continued					
1.	Protect yourself from individuals who damage or injure things (i.eThose who are biting, hitting, throwing stuff, hair pulling, etc.)	83(83)	8(8)	3(3)	1.21	.57
2.	It's easy to do business with other (i.e, The dress up play pretends to be superheroes, and so forth.)	91(91)	4(4)	4(4)	1.08	.38
3.	Find additional players or friendships (for example, inviting people home, going home, playing on the playground with others, etc.)	89(89)	6(6)	5(5)	1.13	.48
	Sharing and Cooperating					
1.	When requested, shares toys or valuables.	85(85)	10(10)	5(5)	1.21	.60
2.	When requested to do activities or sports, it turns.	87(87)	9(9)	4(4)	1.18	.57
3.	Outdoor group activities (i.e., tag, jump rope, catch, etc.) played casually.	86(86)	9(9)	5(5)	1.20	.57
4.	Shares without being requested toys or things.	87(87)	11(11)	2(2)	1.20	.61
5.	Takes turns and is not asked.	90(90)	3(3)	7(7)	1.09	.37

6.	Asks permission to use items that belong to or are utilised by someone else.	77(77)	10(10)	13(13)	1.29	.63
Playing Games						
1.	In basic games follow rules (e.g. Relais, spelling bees, e-game, etc.)	88(88)	7(7)	5(5)	1.15	.51
2.	Play ordinary card or board game at random (Go fish, insane eights, sadness, etc.)	88(88)	5(5)	3(3)	1.15	.51
3.	Plays basic games that need a score (Kickball, basketball, etc. For instance.)	91(91)	5(5)	4(4)	1.10	.43
4.	Shows good qualifications (That's not too pushy, congratulates another team for victory and doesn't get furious when they lose.)	91(91)	5(5)	4(4)	1.14	.47
5.	It plays more than one electronic game, board or card requiring skill and decision making (Monopoly, Cribbage, for instance, etc.)	82(82)	14(14)	4(4)	1.28	.69
6.	Complex games or sports are subject to the rules (Soccer, volleyball, etc., for example.)	85(85)	11(11)	4(4)	1.22	.68
Recognizing Social Cues						
1.	Removes entry when nonverbal indications suggest that he or she is not received.	80(80)	6(6)	4(4)	1.10	.40
Manners						
1.	When you gift anything, you say "thank you."	91(91)	6(6)	3(3)	1.11	.44
2.	Mouth-closed chews. Chews.	92(92)	3(3)	5(5)	1.07	.34
3.	When you ask for anything, say "Please."	93(93)	6(6)	1(1)	1.13	.48
4.	Ends talks properly (e.g., "Good-bye," "See you later," etc.)	95(95)	3(3)	2(2)	1.04	.30
5.	During and/or after foods cleans or washes face and hand.	92(92)	6(6)	2(2)	1.14	.49
6.	Acts properly in the case of foreigners (Nods, grins, hands shake, welcome, etc., for example.)	89(89)	8(8)	3(3)	1.12	.51
7.	Speech level changes according to place or circumstances (In library, film or drama, etc. For instance,)	92(92)	5(5)	3(3)	1.06	.39
8.	Do not take food in the mouth.	60(60)	12(12)	28(28)	1.45	.69
9.	Discuss without interruption or	81(81)	6(6)	13(13)	1.18	.51

	rudimentary contact with others.					
	Apologizing					
	He or she feels sorry he/ she is					
1.	unintentional (Bumping into somebody, for example, etc.)	83(83)	6(6)	11(11)	1.16	.50
2.	After hurting other people's feelings, he or she's sorry.	83(83)	12(12)	5(5)	1.22	.64
3.	He or she says he or she is sorry over inadvertent blunders or judgement errors (For instance, if someone is left out of a game inadvertently, etc.)	85(85)	9(9)	6(6)	1.17	.56
	Responsibility					
1.	Discuss his plans with the parent or guardian (For instance, what time he or she will leave and go back, where he or she will travel, etc.)	79(79)	13(13)	8(8)	1.27	.68
2.	Complete the measures (When you meet someone, for instance, if you promise to meet someone;)	83(83)	11(11)	6(6)	1.20	.62
3.	Demonstrates regard towards colleagues (Do not distract or disturb those who work for meetings, etc., for example.)	83(83)	7(7)	10(10)	1.16	.52
	Appropriate Social Caution					
1.	Choose to avoid harmful or risky behaviours such as jumping off of high places, hitch-hikers, ruthless driving and so on.	61(61)	9(9)	30(30)	1.40	.64
2.	stops or remains away from harmful or harmful relationships or circumstances (For instance, bullied or buried, sexually or financially taken advantage of etc.)	80(80)	11(11)	9(9)	1.23	.63
3.	Is aware of possible hazards and is careful when faced with unsafe social settings (Being drinking parties, chat rooms for online, personal advertising, etc.)	80(80)	13(13)	7(7)	1.25	.67
	Transitions					
1.	Changes from one activity at home to another effortlessly.	76(76)	12(12)	12(12)	1.28	.66
2.	The behaviour of change depends on how well another person knows (Acts with the family member other than with the outsider, for instance,	80(80)	14(14)	6(6)	1.26	.69

	etc.)					
3.	Answers reasonable routine changes appropriately (Absence of complaint, etc., for example.)	82(82)	11(11)	7(7)	1.21	.62
	Controlling Impulses					
1.	Do not choose to taunt, tease, or harass.	83(83)	10(10)	7(7)	1.19	.59
2.	Accepts from others valuable suggestions or solutions.	90(90)	5(5)	5(5)	1.07	.40
3.	Controlling the sentiments of anger or hurt when plans alter for reasons not helpful (Bad weather, automobile problems, etc., for example.)	89(89)	7(7)	4(4)	1.10	.48
4.	Exhibits knowledge that a light tease may be a mood or an affection with family and friends.	84(84)	12(12)	4(4)	1.20	.63
5.	Control's anger or hurts your feelings if it does not make its way (If, for example, a friend or supervisor is refusing the idea to watch television or to participate in a party.)	90(90)	6(6)	4(4)	1.08	.43
6.	Anger or wounded sensations control owing to contractive critique (E.g., misbehaviour, score or grade debate, performance evaluation, etc.).	88(88)	7(7)	5(5)	1.11	.48
7.	Think about what could happen before decisions are taken (Refrains from acting impulsively, reflects on critical facts, etc, for example.)	81(81)	13(13)	6(6)	1.24	.67
	Keeping Secrets					
1.	For more than one day it retains secrets or trust.	86(86)	5(5)	9(9)	1.11	.44
2.	Maintains secrets or trust as long as necessary.	85(85)	11(11)	4(4)	1.18	.61
	Sitting					
1.	Holds head erect in the arms of parent or caregiver for at least 15 seconds.	88(88)	8(8)	4(4)	1.12	.51
2.	Sits supported for at least 1 minute (for example, on a chair, cushions etc.).	86(86)	10(10)	4(4)	1.16	.58
3.	Sits at least 1 minute without support.	92(92)	6(6)	2(2)	1.06	.41
4.	Sits for a minimum of 10 minutes without support.	85(85)	8(8)	7(7)	1.15	.53

5.	Raises to sit and sits for at least 1 minute without any support.	83(83)	10(10)	7(7)	1.11	.54
Walking and running						
1.	Takes two steps at least.	88(88)	6(6)	6(6)	1.10	.45
2.	Crossing the room; it can be unstable, and sometimes fall.	75(75)	13(13)	12(12)	1.30	.68
3.	Walks to walk; you don't have to keep up.	87(87)	9(9)	4(4)	1.14	.54
4.	It can be difficult and unchallenged. Runs without falling.	93(93)	5(5)	2(2)	1.04	.36
5.	Steps up stairs, both feet are placed on every step; railings might be used.	76(76)	19(19)	5(5)	1.39	.78
6.	Without dropping, runs nicely.	83(83)	14(14)	3(3)	1.23	.67
7.	Walks down the steps, faces ahead and places both feet on each step.	75(75)	17(17)	8(8)	1.34	.75
8.	Walks up the steps, alternating feet, railings may be used.	92(92)	4(4)	4(4)	1.04	.33
9.	Stairs down, foot alternating; railing can be used.	74(74)	19(19)	7(7)	1.37	.78
10.	Runs nicely, with speed and direction changes.	92(92)	4(4)	4(4)	1.04	.33
Imitating						
1.	Imitates or attempts to imitate facial expressions of parents or caregivers (for example, smiles, frowns etc.)	85(85)	10(10)	5(5)	1.17	.58
2.	Imitates basic actions (e.g., hands, good-bye waves, etc.)	90(90)	7(7)	3(3)	1.13	.46
3.	Imitates rather sophisticated acts that others carry out (Shaking, make-up, pounding nails, etc., for example.	70(70)	26(26)	4(4)	1.48	.87
4.	Repeats sentences stated by an adult earlier ("Sweetie, I'm," for instance: "No dessert until you clear the plates")	86(86)	9(9)	5(5)	1.15	.55
5.	Imitates complicated motions several hours after someone else looks at them (Shaving, cosmetics, hammering nails, etc., for example.)	81(81)	9(9)	4(4)	1.20	.58
Friendship						
1.	Exhibit friendly behaviour with people of the same age ("You like to play, for example?" Or another youth is taken by the hand and so on.)	83(83)	11(11)	6(6)	1.20	.61
2.	Has best buddy or displays preference 9 for either sex to certain	85(85)	10(10)	5(5)	1.21	.58

3.	pals. Regularly meets buddies.	84(84)	10(10)	6(6)	1.18	.58
4.	Put fair requirements in terms of friendship (for example, you don't expect to be just a friend or constantly have a buddy there, etc).	85(85)	12(12)	3(3)	1.19	.62

Table 3
Statistical technique Independent Sample t. test was used to compare the male and female responses and results were interpreted in below tables

Gender	N	Mean	SD	df	t	Sig.
Male	32	38.051	4.985	97	3.041	.067
Female	68	32.073	3.518			

*P > .05 Level of Significance

Table 3 demonstrate the results that there is no difference between the argue of males and females.

Table 4
Difference in the opinion among teachers on the basis of type of their scale (Independent Sample t-test)

Scale	N	Mean	SD	df	t	Sig.
17th	17	36.877	5.012	97	3.043	.072
16th	83	34.034	4.038			

*P > .05 Level of Significance

Table 4 demonstrate the results that there is no difference between the argue of 17th and 16th scale teachers (.072>.05)

Table 5
Difference in the opinion among teachers on the basis of type of their area (Independent Sample t-test)

Area	N	Mean	SD	df	t	Sig.
Rural	46	38.878	5.041	98	3.052	.083
Urban	54	39.044	4.059			

*P > .05 Level of Significance

Table 5 demonstrate the results that there is no difference between the argue of rural and urban area teachers.

Table 6
Difference in the opinion among teachers on the basis of experience of participants (one way ANOVA test)

Experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	34.293	14	2.229	1.812	.043
Within Groups	101.347	85	1.228		
Total	135.640	99			

P < .05 Level of Significance

Table 6 prove the fallouts that the perspectives of instructors based on their experience are significantly different.

Table 7
Difference in the opinion among teachers on the basis of Divisions (one way ANOVA)

Division	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.861	16	1.981	.336	.979
Within Groups	485.819	83	5.914		
Total	514.670	99			

*P > .05 Level of Significance

Table 6 proves the fallouts that the perspectives of instructors at the foundation of their divisions are not significantly different.

Conclusion

The majority of the respondents are agreed that the social skills of MCC and their supporting curriculum is not enough to develop the social skills at the primary level. The MCC are weak in the interpersonal relationships, emotional expressions, social connection, thinking, dating, playing games, sharing and collaborating, acknowledgement of societal problems, ways of apologizing, responsibility, social care, transition, impulse monitoring, secrecy, walking and running, imitating and friendship. Curriculum is the all kind of learning, imparted in the school either they are curricular or non-curricular. In the case of MCC the case is bit different because they need special curriculum which could develop their social skills because this is the area which needs to be concentrated keeping in view the special children. So, there is an immense need to reorganize the social skills curriculum in Pakistan.

Recommendations

The purpose of the investigation was to study satisfaction level of Intellectual disable children's teachers about the social skills curriculum at primary level in the province of Punjab. The ID's teachers involved from all over the Punjab to fill the checklist designed at three Likert scale. The teachers are not fully satisfied with current Curriculum. The curriculum is only thing which could bring the bit change in the lives of MCC with the help and dedication of their teachers. Keeping in view the results of all discussion and data analysis the recommendations made are listed below;

- There is need to design the social skills curriculum more appropriate so that the social skills of MCC could be enhanced to face the community and increased learning.
- There is need to engage the students in the co-curricular activities in the schools to increase the social skills of MCC.

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