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Investigating the Relationship between the Demographic and specific Variables (social skills) with Teachers' Attitudes towards the Inclusive Education for students with disorder (slow learners) at Regular Schools

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Abstract

This study aims at investigating the relationship between demographic and specific variables (social skills) associated with students with disorder at regular schools. The social skill rating scale is utilized in this study to measure the students' social skills. The demographic variables applied in this study include the age, parents' occupation, parents' income, parents' marital status, supervision, and student's status. Furthermore, the specific variables (social skills) in this paper include the cooperation, assertiveness and self-containment. The descriptive statistics such as the mean and standard deviation, skewness, kurtosis and the inferential statistics such as the data normality test, Pearson correlation coefficient, and analysis of variance (ANOVA) were utilized for statistical analysis of obtained data. Sampling was done through the stratified cluster random sampling. Rutter questionnaire (scale B Teachers) was applied for field research on slow learning, and Gresham and Elliott questionnaire for social skills. According to the main result of this study, there is no significant relationship between the components of social skills (cooperation, assertiveness, and self-containment) and students' age, parents' occupation, parents' marital status. On the other hand, there is an effective relationship between the components of social skills (cooperation, assertiveness, and self-containment) with the factors including the parents' income, and supervision over students. Moreover, there is an effective relationship between the components of social skills (cooperation, self-containment) with the supervision over students, but no significant relationship between the assertiveness component and the supervision over students.

Keywords: Demographic, social skills, slow learning children (slow learners).

Introduction

The slow learning children's attitudes toward the school and education are usually negative. The number of absences is higher and they are often neglected by their classmates and teachers. This negative attitude towards the slow learners is higher it the third to fifth grade students, perhaps because they have more compatibility problems. Sometimes these students show their social conflict as the aggression because they apply the inefficient approaches while facing with the inter-personal and personal crises[1].

The slow learners have no high motivation which leads to their frustration, hopelessness and low self-esteem at school. The experienced repeated failures in the classroom, loss of purpose for future, the classmates' negative attitudes, and inappropriate education methods severely reduce these children's educational motivation. They are not aware of their behavioral problems and cannot express their emotions appropriately. We are unable to discover their problems and there is not sufficient education in dealing with these children[2]. The children with learning disabilities are a group of children who have normal appearance, but their physical growth and height and weight show their abnormality, they have medium intelligence quotient, speak well and play like other children, communicate with others, do the assigned tasks by parents properly at home, and have no significant problems in self-help skills. However, they have significant problems in educational skills and concepts of educational achievement. These children are not initially so different with their peers in terms of education, but this distance will be gradually enhanced by increasing the complexity of lessons. Their abilities in learning the contents are significantly different from other peers, and learning the scholastic skills such as reading, writing, and mathematics is difficult for them by the usual way at school, this problem is usually emerged after a while when the child is educating at school. These children have first enough confidence in their educational attainment, but they gradually found that other children have better educational status then them. The lack of understanding these children by the teachers and parents will lead to the worse individual, economic and social influences on the students, parents and society. The students' lack of ability, application of obsolete past methods by school and parents (stress, humiliation, comparative undue blame) result in the lack of confidence, feeling of humiliation and depression, and ultimately failure and dropout[3]. The research findings and practical experiences in evaluating

and identifying the slow-learning students indicate that these students are put into two main categories. First, the students who have cognitive limitations due to the environmental (familial, cultural, social) constraints that are obvious in the intelligence tests and finally they are diagnosed as the slow learners. This group of students can be placed into the moderate category according to the subsequent evaluation when putting in a favorable environment and compensating the initial limitations. Second, the students, who are recognized as the slow learners, despite utilizing the favorable environmental features and possibly the use of facilities such as the kindergarten and pre-school courses; in these cases the child's educational performance will be consistent with the test results[4].

This paper seeks to study the relationship between the demographic variables and specific variables (social skills) according to the teachers' attitudes towards the education for students with disorder (slow learners) at regular schools. This paper also seeks to investigate two mentioned variables and the impact of their components on each other through utilizing the statistical tests in children with slow learning disorder.

Research Principles: The slow learners have no enough carefulness and focus and willingness to work innovatively and thoughtfully, they are not able to plan and schedule for themselves and others, but they may be succeed by practice in professional and practical works. Most of the, live in the family and society normally and except for the cases, which the criticism, reasoning, and explanation are necessary, these people show no significant difference with other people. If these people are not suffering from emotional disturbances, they are submissive, obedient, quiet, and compliant and can be in the tranquility with their families with the obedient compassionate wife or patient colleague. The technical and professional occupations and sports are effective in development of their characteristics and they show strong interest in them[5]. Some of the teachers usually blame and compare this group of students with others without paying attention to the limitations of their mental abilities and such this behavior encounters lead to their more failure and disenchantment with the education. The despair and hopelessness as the result of failure at school reduces the self- trust and confidence and induce them to not be able to do anything. While the aware and knowledgeable teacher consider these students' mental limitations in dealing with them and if identifying that this group has no ability to understand the complex concepts, encourage them to utilize the vocational training or agricultural courses in order to establish their future careers proportional to the abilities and needs[6]. Despite the fact that the special course is ideal for mentally retarded children, but it is not always possible. Sometimes the mentally retarded child or slow learner is put in a regular classroom and under the supervision of a teacher who has not been experience in teaching these children[7].

Theoretical Principles: Slow-learning children: The children, who are put in the IQ range of 70 to 84, are slow learners; in other words they are put in one or two standard deviations below their mean ages and have poor performance. These children have only weaker and more limited performance than their peers in scholastic skills and have no remarkable disorder in other type of adaptive behavior and have the individual differences in behavioral fields like their peers[8].

Slow learners' characteristics at schools: i. These students usually obtain the low scores in all courses. ii. Some of these students fail in one or more basic courses. iii. Most of these students have poor attention and concentration and quickly get distraction. These students usually pay less attention to the lesson. iv. These students are usually tardy and slow in responding to the questions. v. These students usually tend to perform the activities which are primary and objective. vi. These students are hyperactive and impulsive and have little tolerance while facing the adversity. vii. These children have low self esteem and high fear. viii. They have mood swings and have often unpredictable mood.

Causes of learning disorders: The causes of learning disorders are relatively obscure; however, the impact of following factors on the incidence of these disorders are mentioned in various studies, although the interaction of target factors have always been taken into account[9].

Physiological Factors: Most of the experts argue that the severe or minor brain injuries and damage to the central nervous system are the key causes of learning disorders.

Genetic factors: There is evidence suggesting that the learning disorders are probably more in some of the families than others.

Biochemical factors: It is argued that the various metabolic disorders are the causes which lead to the learning disabilities.

Educational factors: Some of the experts argue that the insufficient and inappropriate teaching can cause the learning disorders.

Different types of learning disabilities: The children with learning disabilities may have trouble with one or more of following cases: Spoken language, written language, reading, and arithmetic disorders. In other words, a child may have appropriate performance in all of these areas except for an operation. The number of students with learning disabilities has been estimated from 4 to 12 percent. According to a grouping, the children with learning disabilities are classified into the children with educational learning and transformational learning disabilities[10]. i. Learning disability includes the reading-writing disorders and mathematics disorder. ii. Transformational learning disability includes the disorders of memory, perception, attention, spoken language, thinking, and so on.

Literature Review: Mirmohammadi investigated the effect of executive function education in four factors including the

organization, planning, active memory and response inhibition on the improvement in reading and mathematics abilities in students' with specific learning disorder. The semi-experimental method and simple randomized block design with pretest-posttest and follow-up stage are applied according to the nature of issue. He concluded that training and paying attention to the executive improved executive functions can be raised as the new approaches in the treatment of specific learning disorders like the functions with neurological foundations[11]. Jafarinejad-fard compared the social skills and educational achievement in visual and hearing impaired students at exceptional and inclusive schools of Qazvin Province. This post hoc study selected all students of inclusive plan (85) from the exceptional students as well as selecting 115 exceptional students, as a peer group of integrated students, from the whole number (1376 students) with the highest similarity according to the control variables such as age , gender, educational level and type of disability. According to the research findings, it is concluded that integrating the exceptional students at regular schools have no impact on increasing the students' social skills and educational achievement and we should pay attention to the factors affecting the integration of students along with this measure[12]. Abedi conducted a research on the comparison of neuropsychological characteristics in normal pre-school children and those with learning neuropsychological/ transformational disabilities. This study was conducted through a causal-comparative method. The research sample consists of 20 preschool children at the ages of 4-6 years old with neuropsychological/transformational learning disabilities and 20 preschool normal children from 4-6 years old (without neuropsychological/transformational learning disabilities) in Isfahan city; they were selected after two steps of sampling by the multistage random cluster sampling and implementing the diagnostic tests. The results of study indicate that there is a significant difference between the children's performance with the neuropsychological/transformational learning disabilities and normal children (without neuropsychological/ transformational learning disabilities) in terms of neuropsychological aspects such as the executive functions/ attention, language, sensory - motional functions, visual-spatial processing, memory and learning.[13] Williams reported in a comparative study between 134 slow learning and normal students that the slow learners' educational achievement scores were significantly lower than normal ones[14]. Fontana indicated in a study that the slow learners' successful or unsuccessful experiences during the education had a direct impact their characters including their mental health. Thus, to create a sense of competence in students and help them build a positive self-concept, the school activities and programs should be organized in a way that is more conducive to their success[15]. Alter and Gottlieb found in their research that the normal children's parents are dissatisfied with their retarded children children's attendance at school and this affects the others and children's behavior[16]. Brophy and Good concluded in their research that the teachers' expectation of mentally retarded children is very low at regular schools and this affects the children's behavioral and emotional characteristics and these children mainly receive the negative attention.[17] With a review of achievement motivation, Maya concluded that the family background and educational and individual experiences are the factors associated with the educational achievement. Furthermore, the parents' level of education, incentives and educational expectations, school climate and teachers' support and educational expectations also affect the educational achievement.[18] Eva, who investigated the slow learners' school adjustment, came to the conclusion that the slow learners are significantly absent more than their normal classmates at elementary schools and often leave the school in the fifth and sixth grades. According to his other findings, the slow learners (both genders) are often neglected by their normal classmates[19].

Methodology

The demographic variables, applied in this paper, include the age (11-12, 12-13, 13-14), parents' occupation (both employed, employed father and unemployed mother, employed mother and unemployed father, both unemployed, pensioners), parents' income (statutory minimum, minimum to 700 thousand Tomans, 1 to 1.5 million Tomans, 1.5 million Tomans and above), parents' marital status (common life, teleworking life, divorce, father's death, mother's death), supervision (parents, other parents, stepfather, stepmother, etc.), student's educational status (Excellent- good - moderate - weak - bad). Specific variables (social skills) applied in this paper include the cooperation, assertiveness and self-containment. It should be noted that the point of each listed component is from 1 to 5.

This research is descriptive and correlative because is seeking to find a relationship between the demographic variables and specific variables (social skills). On the one hand, this research has the library type because the information of demographic variables is extracted through utilizing the information in the archives of office and school enrollment. In this study, the social skill rating scale is applied in order to measure the students' social skills. This scale was introduced by Gresham and Elliott in 1990; it has three special forms for parents, teachers and students[20]. This scale consists of three subscales of cooperation, assertiveness and self-containment each which consists of ten items. The cooperation subscale includes the questions which measure the rate of help to others and obeying the laws and regulations. Assertiveness subscale includes the questions which measure the type of behavior such as self-introduction and react to the other individuals' activities, and the self-containment subscale consists of questions which measure the individual level of control and adaptability in conflicting and non-conflicting situations. In this paper, the component of social skill variable are compared two by two through Pearson correlation coefficient and then the demographic components for each component are assessed with the social skill variable through analysis of variance (ANOVA) test.

For statistical analysis of the obtained data, the descriptive statistics are applied such as the mean and standard deviation, skewness, kurtosis as well as the inferential statistics such as the data normality test, Pearson correlation coefficient and analysis of variance (ANOVA).

Statistical population and sampling method: The statistical population consisted of the schools in Yazd city. The sampling had the cluster random type. The number of introduced slow learners was determined equal to 136. This number was determined equal to 93 by Rutter behavioral disorder questionnaire (scale B Teacher)[21].

Research Reliability and Validity: The Rutter behavioral disorder questionnaire (scale B Teacher) was applied for evaluating the slow learners; and also Gresham and Elliot social skills rating scale (1990), special form of evaluation by teacher with proved validity in earlier various studies, was utilized for evaluating the students' social skills.

Cronbach's Alpha coefficient was used to assess the reliability of questionnaires. Cronbach's alpha coefficients for received questionnaires were according to the table 1.

Research hypotheses: This paper developed six following hypotheses in which three components are evaluated for social skills.

The students' ages increase the social skills (cooperation - assertiveness - self-containment). The parents' jobs increase the social skills. The parents' income increases the social skills. The parents' marital status increases the social skills. The supervision over students by others increases the social skills. The students' educational status increases the social skills.

Conceptual model: This paper aims at investigating the relationship between the demographic variables (as the independent variables) with the components including the students' ages, parents' occupation, parents' income, parents' marital status, supervision over students, student's educational status, and social skills variable (as the independent variable) with the components including the cooperation, assertiveness, and self-containment in introduced statistical population. The conceptual model is shown in figure 1.

Table-1
Comparative values of Cronbach's alpha in Rutter, Gresham and Elliot questionnaires

Questionnaire	Variable	Cronbach's alpha
Rutter questionnaire (Slow learning)	Hyperactivity	0.81
	Aggression	0.86
	Anxiety and Depression	0.83
	Social conflict	0.84
	Antisocial behavior and attention deficit	0.82
Gresham and Elliot questionnaire (Social skills)	Cooperation	0.80
	Assertiveness	0.86
	Self-containment	0.89

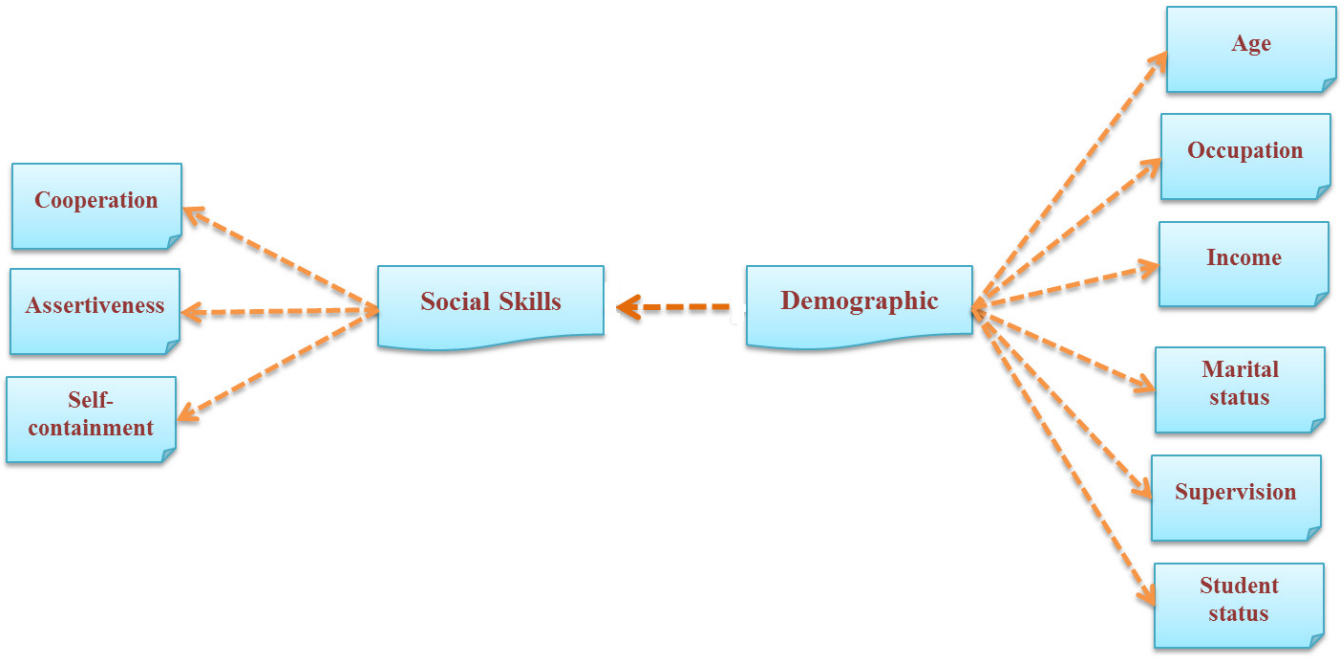

Figure-1
Conceptual model of research

Descriptive Statistics of Research: The descriptive statistics for demographic variables and social skills of research are presented in tables 2 and 3. Furthermore, the descriptive statistics of demographic status, obtained from the library study on the respondents and students, are presented in table 4.

Research findings: Kolmogorov-Smirnov (data normality), Pearson correlation coefficient (investigating the correlation and coefficients of research components), analysis of variance (ANOVA) tests (investigating the relationship between demographic components and social skills) are applied for doing the inferential statistical in this paper.

Normality test of statistical population: Kolmogorov-Smirnov test along with the results of table 5 are utilized for doing this test.

Table-2
Descriptive statistics of research demographic variables

	Age	Occupation	Income	Marital status	Supervision	Student's status
Mean	2.0564	2.2904	2.8908	1.9295	2.0748	3.1921
Standard Error	0.0828	0.1262	0.0945	0.1269	0.1549	0.1223
Median	2.0000	2.0000	3.0000	1.1742	1.0000	3.2325
Standard Deviation	0.7988	1.2168	0.9112	1.2242	1.4936	1.1791
Sample Variance	0.6381	1.4807	0.8302	1.4987	2.2309	1.3902
Kurtosis	-1.1680	-0.0163	-0.6841	-0.2744	-1.0353	-0.8825
Skewness	0.1767	0.8724	0.1654	1.0414	0.8810	-0.2247
Conf. Level (95.0%)	0.1645	0.2506	0.1877	0.2521	0.3076	0.2428

Table-3
Descriptive statistics of research demographic variables

	Cooperation	Assertiveness	Self-containment
Mean	3.0836	3.1290	2.9734
Standard Error	0.1174	0.1189	0.1192
Median	3.0978	3.0880	2.9194
Standard Deviation	1.1318	1.1470	1.1499
Sample Variance	1.2811	1.3156	1.3222
Kurtosis	-1.0685	-1.0729	-1.1085
Skewness	-0.1402	-0.1921	-0.0280
Conf. Level (95.0%)	0.2331	0.2362	0.2368

Table-4
Descriptive statistics of students and respondents' demographic components

Students' ages	**11-12**		**12-13**		**13-14**
Distribution	29		33		31
Parents' occupation	Both employed	Employed Father	Employed mother	Both unemployed	Pensioners
Distribution	31	28	20	5	9
Parents' income	0-480 thousand Tomans	480-700 thousand Tomans	700 thousand– 1 million Tomans	1-1.5 million Tomans	1.5 million Tomans and above
Distribution	5	27	38	18	4
Marital Status	Common Life	Teleworking	Divorce	Father's death	Mother's death
Distribution	54	8	18	8	5
Supervision	Parents	Other parents	Stepfather	Stepmother	Other
Distribution	60	2	5	13	13
Student status	Excellent	Good	Moderate	Weak	Bad
Distribution	10	16	28	23	16

Table-5
Results of Kolmogorov- Smirnov statistics

Demographic		**Age**	**Ocuptin.**	**Income**	**M. Status**	**Sprvsn.**	**S. Status**
N		**93**	**93**	**93**	**93**	**93**	**93**
Normal Parameters [a]	Mean	2.0323	2.2796	2.8710	1.9462	2.1075	3.2043
	Std. Deviation	0.81363	1.25426	0.93513	1.27147	1.59116	1.22970
Most Extreme Differences	Absolute	0.227	0.223	0.209	0.352	0.402	0.161
	Positive	0.210	0.223	0.209	0.352	0.402	0.147
	Negative	-0.227	-0.154	-0.200	-0.228	-0.243	-0.161
Kolmogorov-Smirnov Z		2.189	2.147	2.011	3.397	3.876	1.548
Asymp. Sig. (2-tailed)		0.000	0.000	0.001	0.000	0.000	0.017
Exact Sig. (2-tailed)		0.000	0.000	0.001	0.000	0.000	0.015
Point Probability		0.000	0.000	0.000	0.000	0.000	0.000

Social Skills		Corporation	Assertiveness	Self-containment
N		93	93	93
Normal Parameters [a]	Mean	3.0753	3.1505	2.9570
	Std. Deviation	1.21795	1.24190	1.21507
Most Extreme Differences	Absolute	0.164	0.215	0.160
	Positive	0.138	0.135	0.150
	Negative	-0.164	-0.215	-0.160
Kolmogorov-Smirnov Z		1.577	2.077	1.538
Asymp. Sig. (2-tailed)		0.014	0.000	0.018
Exact Sig. (2-tailed)		0.012	0.000	0.016
Point Probability		0.000	0.000	0.000

a. Test distribution is Normal.

According to the results of table, the amounts of Kolmogorov-Smirnov for all components are higher than 0.05. Thus, the hypothesis of non-normal data distribution is rejected.

Estimating Pearson correlation coefficient to determine the relationship between variables: Pearson correlation test with the results of table 6 are applied in order to determine the relationship between the research components and the amount of this relationship.

According to the results of table 6, the amount of Sig for demographic components is equal to 0.013 in the relationship between the parents' occupation and income variables, 0.000 between the occupation and marital status, 0.000 between the occupation and students' educational status, 0.000 between the marital status and supervision (0.000), and 0.000 between the supervision and the students' educational status. This relationship can be extracted from the table. There is no relationship between other demographic components such as age with the income components, marital status, supervision, students' educational status, between the occupation and supervision, income with the marital status, supervision, students' educational status, and marital status with the students' educational status and they are independent of each other. The amount of Sig for the components of social skills indicates that all components (with the value of 0.000) are related to each other and the amount of this relationship can be extracted from the table.

Hypothesis test by utilizing the analysis of variance (ANOVA) : Analysis of Variance test (ANOVA) is applied in order to test the hypotheses and compare the mean of variables and components of research model; the results are presented in table 7.

Table-6
Results of Pearson correlation coefficient statistics

Demographic (N = 93)		**Age**	**Ocuptin.**	**Income**	**M. Status**	**Sprvsn.**	**S. Status**
Age	Pearson Correlation	1	-.009	.077	.128	-.204*	-.180
	Sig. (2-tailed)		.932	.463	.222	.050	.083
Ocuptin.	Pearson Correlation	-.009	1	-.256*	-.536**	-.064	.491**
	Sig. (2-tailed)	.932		.013	.000	.541	.000
Income	Pearson Correlation	.077	-.256*	1	.104	-.107	-.204
	Sig. (2-tailed)	.463	.013		.322	.305	.050
M. Status	Pearson Correlation	.128	-.536**	.104	1	.492**	.132
	Sig. (2-tailed)	.222	.000	.322		.000	.206
Sprvsn.	Pearson Correlation	-.204*	-.064	-.107	.492**	1	.533**
	Sig. (2-tailed)	.050	.541	.305	.000		.000
S. Status	Pearson Correlation	-.180	.491**	-.204	.132	.533**	1
	Sig. (2-tailed)	.083	.000	.050	.206	.000	

Social Skills (N = 93)		Crprtion.	Asstvnss.	Self-contnmnt.
Crprtion.	Pearson Correlation	1	.977**	.964**
	Sig. (2-tailed)		.000	.000
Asstvnss.	Pearson Correlation	.977**	1	.948**
	Sig. (2-tailed)	.000		.000
Self-contnmnt.	Pearson Correlation	.964**	.948**	1
	Sig. (2-tailed)	.000	.000	

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Table-7
Analysis of variance (ANOVA) test results

Age → Social Skills		**Sum of Sq.**	**df**	**Mean Square**	**F**	**Sig.**
Crprtion.	Between Groups	1.070	2	0.535	0.356	0.702
	Within Groups	135.403	90	1.504		
	Total	136.473	92			
Asstvnss.	Between Groups	1.833	2	0.917	0.589	0.557
	Within Groups	140.059	90	1.556		
	Total	141.892	92			
Self-contnmnt.	Between Groups	1.096	2	0.548	0.366	0.694
	Within Groups	134.732	90	1.497		
	Total	135.828	92			
Ocuptin. → Social Skills		Sum of Sq.	df	Mean Square	F	Sig.
Crprtion.	Between Groups	4.219	4	1.055	0.702	0.593
	Within Groups	132.254	88	1.503		
	Total	136.473	92			
Asstvnss.	Between Groups	5.208	4	1.302	0.838	0.505
	Within Groups	136.685	88	1.553		
	Total	141.892	92			
Self-contnmnt.	Between Groups	4.639	4	1.160	0.778	0.542
	Within Groups	131.189	88	1.491		
	Total	135.828	92			
Income → Social Skills		Sum of Sq.	df	Mean Square	F	Sig.
Crprtion.	Between Groups	8.146	4	2.036	1.397	0.042
	Within Groups	128.327	88	1.458		
	Total	136.473	92			
Asstvnss.	Between Groups	10.588	4	2.647	1.774	.041
	Within Groups	131.304	88	1.492		
	Total	141.892	92			
Self-contnmnt.	Between Groups	7.579	4	1.895	1.300	.036
	Within Groups	128.249	88	1.457		
	Total	135.828	92			
M. Status → Social Skills		Sum of Sq.	df	Mean Square	F	Sig.
Crprtion.	Between Groups	0.764	4	0.191	0.124	0.974
	Within Groups	135.709	88	1.542		
	Total	136.473	92			
Asstvnss.	Between Groups	1.873	4	0.468	0.294	0.881
	Within Groups	140.019	88	1.591		
	Total	141.892	92			
Self-contnmnt.	Between Groups	0.374	4	0.094	0.061	0.993
	Within Groups	135.454	88	1.539		
	Total	135.828	92			
Sprvsn. → Social Skills		Sum of Sq.	df	Mean Square	F	Sig.

Crprtion.	Between Groups	6.477	4	1.619	1.096	0.034
	Within Groups	129.996	88	1.477		
	Total	136.473	92			
Asstvnss.	Between Groups	8.454	4	2.114	1.394	0.043
	Within Groups	133.438	88	1.516		
	Total	141.892	92			
Self-contnmnt.	Between Groups	8.348	4	2.087	1.441	0.027
	Within Groups	127.479	88	1.449		
	Total	135.828	92			
S. Status → Social Skills		Sum of Sq.	df	Mean Square	F	Sig.
Crprtion.	Between Groups	6.414	4	1.604	1.085	0.049
	Within Groups	130.059	88	1.478		
	Total	136.473	92			
Asstvnss.	Between Groups	5.530	4	1.383	0.892	0.472
	Within Groups	136.362	88	1.550		
	Total	141.892	92			
Self-contnmnt.	Between Groups	8.149	4	2.037	1.404	0.039
	Within Groups	127.679	88	1.451		
	Total	135.828	92			

According to the results of table 7, the analysis of inter-group and intra-group variance differences is presented as follows.

The amount of Sig for the social skills components of and the students' age is obtained higher than 0.05. Furthermore, the extra-group mean of components, cooperation, assertiveness, and self-containment, with the students' age is lower than their inter-group mean. Therefore, the null hypothesis indicating the mean equity of social skills component (cooperation, assertiveness, and self-containment) with students' age is accepted. In other words, there is no significant relationship between the students' age and their social skills.

The amount of Sig for the social skills components and the parents' occupation factor is obtained higher than 0.05. Furthermore, the extra-group mean of components, cooperation, assertiveness, and self-containment, with the parents' occupation is lower than their intra-group mean. Therefore, the null hypothesis indicating the mean equity of social skills components (cooperation, assertiveness, and self-containment) with parents' occupation is accepted. In other words, there is no significant relationship between the parents' occupation and students' social skills.

The amount of Sig for the social skills components of and the parents' income is obtained lower than 0.05. Furthermore, the extra-group mean of components, cooperation, assertiveness, and self-containment, with the parents' income is higher than their inter-group mean. Therefore, the null hypothesis indicating the mean equity of social skills component (cooperation, assertiveness, and self-containment) with parents' income is rejected. In other words, there is a significant relationship between the parents' income and their social skills.

The amount of Sig for the social skills components and the parents' marital status factor is obtained higher than 0.05. Furthermore, the extra-group mean of components, cooperation, assertiveness, and self-containment, with the parents' marital status is lower than their intra-group mean. Therefore, the null hypothesis indicating the mean equity of social skills components (cooperation, assertiveness, and self-containment) with parents' marital status is accepted. In other words, there is no significant relationship between the parents' marital status and students' social skills.

The amount of Sig for the social skills components and the supervision over students is obtained lower than 0.05. Furthermore, the extra-group mean of components, cooperation, assertiveness, and self-containment, with the supervision over students is higher than their intra-group mean. Therefore, the null hypothesis indicating the mean equity of social skills components (cooperation, assertiveness, and self-containment) with supervision over students is rejected. In other words, there is a significant relationship between the supervision over students and students' social skills.

The amount of Sig for the social skills components and the students' educational status factor is obtained lower than 0.05. Furthermore, the extra-group mean of components, cooperation, assertiveness, and self-containment, with the students'

educational status is higher than their intra-group mean. Therefore, the null hypothesis indicating the mean equity of social skills components (cooperation, assertiveness, and self-containment) with students' educational status is rejected. In other words, there is a significant relationship between the students' educational status and students' social skills (cooperation and self-containment) and no significant relationship between the students' educational status and the assertiveness component.

Conclusion

This paper is conducted with the aim to study the relationship between the demographic variables including the components, students' age, parents' occupation, parents' income, parents' marital status, supervision over students, and students' educational status) with the specific variables (social skills in this paper) including the components, cooperation, assertiveness, and self-containment, according to the teachers' attitudes towards the inclusive education for students with disorder (slow learners) at regular schools. The results of this study are consistent with previous studies such as[22-25] and in terms of some results and methodology.

Main research result: The binary comparison of mean demographic components through ANOVA test indicates that there is no significant relationship between the components of social skills (cooperation, assertiveness, and self-containment) and the students' ages, parents' occupation, and parents' marital status. On the other hand, there is a significant relationship between the components of social skills (cooperation, assertiveness, and self-containment) and the parents' income, and supervision over students. Furthermore, there is a significant relationship between the components of social skills (cooperation and self-containment) with the supervision over students, but no significant relationship between the assertiveness component and the supervision over students.

Research Suggestion: According to the obtained results of this study, it is suggested that, The authorities (Ministry of Education and school administrators) should pay attention to the necessary plans in the field of increasing the students' social skills according to the obtained results of this research.

It would be better if the parents pay special attention to increase or decrease the impact of these components on the students' social skills according to the binary comparison of demographic components.

The school administrators are responsible for teaching task in addition to the students' development. Obviously, the school administrators' roles in adapting the students' specific circumstances demographically to the students' educational requirements can make an important contribution to improving the students' adaption to the education conditions. It seems essential to establish the family and educational counseling for parents and students.

lso The findings in this study are in accordance with Aghaei et al[26], Rezaie et al[27] , Genji and YaghoubiDoust[28]

Suggestions for future studies: i. Investigating the subject of this paper studies for female students and comparing with the results of this study; ii. Investigating the method of this paper for highly gifted and exceptional children; iii. Investigating at the macro level through the method of this paper at the provincial or state levels.

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