



The Implication of Autism on Families: A Study at Savar, Dhaka City Bangladesh

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This study works to identify the effects of autism on parents, siblings, and teachers. How autism affects a family and its members, how friends react to their autistic friend, neighbor's perception, and teachers' behavior towards autistic children. After some previous studies, an empirical efficacy framework was created and tested through quantitative techniques. In-depth interview questions were set for conducting a survey with the Parents, Siblings, and Teachers. The results were examined using Cronbach's α , Pearson's correlation and regression analysis strategies. The study examines the relationship between the impact of autism on parents, siblings, and teachers showing various impact by autistic children through the different phases of his life and with his association with different people in society. The study presents a comprehensive and recent review of the effects of autism. Parents who are the primary caregivers of these children were interviewed about their child's autism detection, access to services, and the impact of their family being affected by autism. The findings of the research can aid practitioners in the autism sector in focusing their efforts on areas that can be taken under observations for the improvement of autistic children as well as society.

Keywords: *Child with autism; parents; siblings; teachers.*

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1. INTRODUCTION

Autism is a neuro behavioural condition defined by inadequate and duplicate patterns of social communication and behavior. This lifelong condition is a neuro behavioural condition that affects the functioning of the brain and how people communicate and interact with the people around them [1]. At present there are no medical tests that can diagnose autism, instead, specially trained physicians and psychologists perform autism-specific behavioral assessments [1]. What peoples do know is that every child with autism is unique and every child wants their stability and support.

As children with autism become more involved in inclusive educational programs, educators are increasingly concerned about creating classroom communities that allow all children with autism to be accepted and accepted as members of their class. However, the inclusion of children with autism in the inclusion classroom does not guarantee that they will be acceptable, valued and included [2,3,4,5]. In a recent study of social networks of children with loneliness, the quality of friendships and high-functioning autism, about fifty percent of children reported that they felt not included in their class and felt lonely and socially isolated [2]. This presentation is disturbing as autism is now recognized as the most common neurological disorder and a common developmental disability affecting children; Most of whom attend mainstream classrooms and are at risk of social exclusion. For this reason, a growing number of educators are looking for ways to increase social opportunities for all children while maintaining a positive social perception of students towards autistic peers.

Different researchers [6,7] report negative social feelings commonly associated with autism in developing children. What's more, this broad concept is available in kindergarten [6,7]. Although research findings have led to a deeper understanding of autism as a neuro behavioural condition and how to best consider its key features [8], negative social perceptions about autism remain. Yet, these persistent negative perceptions affect how children with autism react negatively. As a result, it is beneficial to examine the prevailing unfavorable social perceptions of autism attributed to these children.

As an Autism Spectrum Disorder Consultant, one of the most important goals is to talk to mainstream classroom teachers and children about diversity, differences, and a wide range of

autism disorders. Regularly, requests of this nature relate to two parallel and repetitive themes: first, issues related to acceptance and friendship, and second, issues related to rejection and threat. Since sustainable approaches to correcting children's behavior towards children with autism towards mainstream classroom communities seem to be inadequate results [9,10,11,6,12], there is a need to understand ways to address these serious problems. From a professional perspective, understanding the origins of current social perceptions of autism and the reasons why these perceptions will affect and help to fully address issues related to the social acceptability of children with autism in mainstream classroom settings. What's more, realizing the negative social perceptions that exist in autism will help transform school culture based on the concept of autism based on unchanged social perceptions or adopt autistic children as members of the classroom population.

The purpose of this study is to examine the broader perspectives of people with autism. In particular, this interdisciplinary paper looks at the prevailing social perceptions of autism and aims to answer the following questions: (a) what are the families' implications of autism? (B) Which factors affecting this social perception? (C) How can teachers raise positive social awareness about children with autism in the mainstream classroom population? This paper seeks to draw attention to a wide range of misconceptions about autism by critiquing different views and opinions in various disciplines, including child psychology, early childhood education, special education, and disability theory. It includes a discussion of an approach based on the field of early childhood education that includes children's literature and informs the acceptability of the partnership between autism and children of their age. Further, this paper provides recommendations that can be used to promote positive visibility and positive perceptions of children with autism within the mainstream classroom community.

1.1 Objective

One of the most effective purposes of this study is to draw a useful detailed conclusion to identify

- How a family impact from child with autism and
- To explore the effects of autism, especially on parents; on siblings and on teachers.

1.2 Research Question

In particular, this interdisciplinary paper looks at the prevailing social perceptions of autism and aims to answer the following questions:

Q1: What are the families' implications of autism?

Q2: Which factors affecting this social perception?

Q3: How can teachers raise positive social awareness about children with autism in the mainstream classroom population?

1.3 Hypothesis

Over the past few decades, most cases of Autism Spectrum Disorder have improved significantly, with one in every 88 births having the current system (Centers for Disease Control and Prevention [CDC], [13]; Fombonne, [14]. Individuals with autism spectrum disorders (ASD) often display marked social impairment, communication deficits, and rigid patterns of behavior. Parenting a child with ASD is always a tough and troublesome experience. In addition to problems in communication abilities, children with ASD often exhibit behavioral excesses (e.g., tantrums or self-stimulatory behavior's) that increase the challenge of parenting these children. The parents of these children appear to be at great risk for psychosocial difficulties due to the difficult nature of the disorder [15], significant financial stressors [16,17], and the demanding lifestyle instructed to care for a child with such a disability. Thus, the following hypotheses were formulated for the current research:

H1: Autism has an impact on parents.

H2: Autism has an impact on siblings.

H5: Autism has an impact on Teachers.

2. LITERATURE REVIEW

In 1943, Leo Kanner officially stated that, as a diagnosis of autism spectrum is a clinical disorder at this time. Autism was extremely rare in about 2-4 out of every 10,000 children are being diagnosed. Before this recognition, there were kids are often classified as emotionally disturbed or mentally handicapped [18].

Autism Spectrum Disorder (ASD) is a complex neurodegenerative disease class characterized by social disabilities, speech impediments, and

limited, recurrent, and similar behaviors. It is a disease of the brain that usually affects a person's ability to communicate with others. ASD-type disease usually begins in childhood and lasts until adulthood. Consists of a combination of these symptoms Communication, socialization, behavioral and interest barriers as well as minimal social skills [19].

Autism is a disorder that is becoming more prevalent disease. It is more common in children under the age of eighteen. Its levels are gradually increasing every year. Autism is a disorder that affects not only the child but also the parents. It is much more stressful for the parents of a child with autism. Parents whose children are diagnosed with ASD face many complex problems that interfere with their daily experiences, frustration, abnormalities and mobility. A survey found that in parents, "52% felt relieved, 43% Feeling sad and hurt, 29% feeling shocked and 10% feeling guilty [20]. Parents often feel anxious about their autistic child. Because children with autism cannot communicate with their parents easily and fluently that's why parents have to feel their responsibilities and fulfill their needs [21]. Most parents are relieved to find that they show empathy and love for their children, but the pressure never goes away. Their child's disability has to be endured constantly. Since all the work of child with autism has to be done by the parents. Therefore, parents sometimes have to deal with difficult situations. The stressors of diagnosing an ASD can put a strain on a parent's marital life in many ways. Relationships can be strained, financial burdens in the family increase, and socially parental consequences fall apart.

Apart from parents, siblings in the family are also very much affected by autism. The problem is exacerbated by the fact that siblings do not understand autism diagnostics well, so these sensitive issues need to be resolved with the help of experienced and expert people, including eliminating their problems. Typically, parents inform their other children about their autism siblings, so that they show more empathy and gain more knowledge for their autism siblings [22].

There are various sources of stress that can adversely affect siblings in a family.

A stress for siblings is that in the presence of people in the neighborhood, autistic children behave in any strange way that sometimes looks

aggressive and creates bad situations [21]. A study has found that healthy children between the ages of 7-20 and their siblings diagnosed with ASD are the most hesitant. Similarly, another study found that other siblings were more hesitant about a child with autism [23].

Educational programs for children with autism need to be very intensive and detailed. In that case parents as well as teachers have to play an important role as they have to be evaluated based on the behavior, development, social and academic needs of the child with autism [24,11]. [25,26,11], 20 highlighted that many teachers struggle to fulfill the requirements of students with ASD. With the social and behavioral vulnerabilities of children with ASD, teachers often deal with extreme challenges in managing their needs properly.

Constantly, ASD are being extended to mainstream classes [27]. There are some methods that have been developed only for children with autism on the other hand, there are some autistic children whose education is not possible, and they have to apply multiple methods simultaneously or sequentially. [28,24,29] many teachers feel embarrassed to support students with ASD socially, academically, and mentally.

3. METHODS AND ANALYSIS

3.1 Research Techniques and Equipments

The background and the objective of the study along with the literary support have been discussed in the previous chapters. In this chapter, the research procedure is interpreted which contains some assumptions that should be considered while reading the definition of variables, place and time of the study, sample size, method of data collection, data analysis method and analysis in the next paragraph.

3.2 Techniques

The quantitative method is used in this research to collect and analyze primary data. The

questionnaire was prepared in English for the survey purpose. Questions included assumptions regarding the possible relationship among the variables to be investigated including parents view, siblings view, and teachers view. The survey collected demographic data to analyze autism and its impact on the family.

The research was designed as descriptive and correlation to explore the current status of the autism problem in Bangladesh. Considering the objectives of this study, the purpose was to visualize how different variables can be linked impact on the family. Predictive statistical techniques are used to organize relationships between variables

3.3 Measurement of Conducts

This study contains a total of 4 variables of six different types. The variables are derived from supporting literature and studies conducted before in the same area with a similar objective. Although some of the indicators are self-elaborated formulated by extensive literature search as no previous study have been conducted in the autism sector in Bangladesh. The amount of this study was made up of indicators by modifying various factors identified by previous related studies.

3.4 Question Design and Scale

There were a total of 33 questions in the questionnaire prepared for the survey purpose. The questions were divided into different sections as follows:

A five-point Likert scale was used in this study to examine both individual and dependent variables. In all variable related investigations "Strongly Degree (SD)" was assigned to 1 point, which refers to the lower level contract where "Strongly Degree (SA)" was assigned to 5 points, which was the most significant score in terms of conjecture and which refers to abnormalities in sentence agreement.

Table 1. Category of questionnaire

Category	Number of Question	Contents
1	8	General Information of the respondent
2	8	Parents View
3	6	Siblings View
4	6	Teachers View
5	5	Autism

For the demographic information in Section, I of the questionnaire each response was assigned with an ascending number label which implied nothing as the information acquired were nominal data.

3.5 Assumption of Normality

With an adequate sample size (> 30), the destruction of normality estimates does not cause major problems; this indicates that we can use parametric techniques even if we have data are not normally distributed. If we have samples consisting of hundreds or more observations, we can ignore the distribution of the data according to the central limit theorem. If the sample data is almost normal, then the sample distribution will also be normal in large samples (> 30 or 40), the sample distribution will continue to be normal, random sample data from any distribution and they can distribute normally by themselves, regardless of the method [30]. As of this study, the observation number 180 data distribution was nullified.

3.6 Populations and Samples

The number of child with autism in Bangladesh is over 300,000 and the number of autistic children in Savar, Dhaka city is over 200. It is increasing day by day. We have chosen 40 here as our sample. A total of 40 survey forms were distributed and 40 were collected. All 40 participants were found to have answered all the questions included in the survey. The sample size was considered to be adequate for descriptive, Factor Analysis and ranking as the minimum number of observations needed using the 95 per cent confidence level.

3.7 Data Collection and Procedures

The collection of data involved a self-administered paper-based questionnaire. The survey was performed through questionnaires with the respondents. Respondents were first informed of the goal of the study and responses were announced and confidentiality guaranteed. This survey was conducted in questionnaires. When the respondents returned to the questionnaire with the answers, we conducted an interview with them with their permission. Various techniques were obtained to improve answer rates and motivate participation.

3.8 Methods of Survey

According to Newsted, Huff and Munro [31], there are different sorts of surveys to follow in

research. Different types of overviews are broadly classified as two: as indicated by materials and include deadlines. The sorts of the survey as indicated by instrumentation incorporate the questionnaires and the interviews. Typically, the question and answer is a paper and pencil material that is given to the respondents. The typical inquiries found in the questionnaire are closed-ended inquiries, which are trailed by reaction alternatives. Be that as it may, there is a questionnaire that request that open-finished inquiries investigate the answers of the respondents [31].

In this research, a questionnaire with both closed-ended questions with a five-point Likert scale and an open-ended question was used. Questionnaires were provided to randomly sampled respondents from a different location in Savar, Dhaka, Bangladesh to identify the generalized opinion regarding brand apparel shops. Questions were designed in a way that could lead to finding the influence of brand equity elements on purchasing decision.

3.9 Data Analysis

Data were calculated using IBM SPSS22. The researcher employed descriptive statistics to analyze the collected data, including the 5 Likert scale questions of the involved points involved in the calculation of frequency, percentage, multiplier analysis, ranking, etc. were converted into relative importance indicators. The Relative Significance Index is a technique used to calculate the identity, frequency, and strength of a specific question agreement [32].

3.10 Analytical Approach

In this study, both descriptive and inferential measurements were performed. Descriptive statistics were attached to clarify the genetics of samples, variables, and indicators. In this case, the average, mean, deviation, frequency or rate of mathematics was determined. Similarly, results were demonstrated on different routes using tables, and bar charts. Inferential statistics were utilized keeping in mind the end goal to test research theory. The correlation coefficient was utilized to test if there is any linear relationship among the variables [33].

Various types of analytical approach used in researches are well explained in the SPSS Survival Manual. The regression analysis is explained here. 'Multiple regression is not just a strategy, it is a family of strategies that can be used to explore the relationship between a series

of dependent variables and a number of different variables or predictors (usually consecutive).

4. RESULTS

4.1 Empirical Data: General Information

A diversified range of respondents participated in the field survey of this study. The sample has distinct characteristics such as gender, age group, children, and autistic children. A frequency test was conducted to analyze the demographic set of data acquired by Section I of the questionnaire used in the field survey. The following items describe each of the features of the direction.

Among the total of 40 respondents including parents, siblings and teachers, 16 persons were male and the rest 24 were female. In the sample male accounted for was 40 per cent of the total and female were 60 per cent of the total. There was no missing value.

The respondents were divided into four age groups as below 5 years, 5-10 years, 11-25 years and above 25 years. Among the respondents, 3 were under 5 years of age, 14 were between 5 and 10 years of age, 8 were between 11 and 25 years of age and 15 were over 25 years of age. Thus the percentage frequency calculated as 7.5 per cent of the respondents belonged to the first age group

(below 5 years), 35 per cent of the respondents belonged to the second age group (5-10 years), 20 per cent of the respondents belonged to the third age group (11-25 years) and 37.5 per cent of the respondents belonged to fourth age group (above 25 years). There was no missing value.

We asked 40 people about the number of their children. Various people have various numbers of children. 5 people have one child and the percentage is 12.5. There were 17 people who have two children which contain the percentage of 42.5. 18 people having a percentage of 45 have 3 children.

We asked 40 different people about their number of child with autism. Various people have various numbers of autistic children. 31 people have one autistic child and the percentage is 77.5. There were 8 people who have two autistic children which contain a percentage of 20.0. 1 people with having a percentage of 2.5 have more than 2 child with autism.

We have asked people that how many of years practical experience they have to work with child with autism. They answered differently. Among them, 9 answered that they have two years of experience working with autism and its per cent is 22.5. 14 people finished the question with the answer that they have 3-5 years of experience in that sector and 17 said they have more than five years of experience working with autistic children having the percentage of 35 and 42.5.

Table 2. Participants for this Particular Study

Variables	Dimension	Frequency	Percent	Cumulative Percent
Gender	Male	16	40.0	40.0
	Female	24	60.0	100.0
	Total	40	100.0	
Age	Below 5	3	7.5	7.5
	5-10	14	35.0	42.5
	11-25	8	20.0	62.5
	Above 25	15	37.5	100.0
	Total	40	100.0	
Child	One	5	12.5	12.5
	Two	17	42.5	55.0
	Three	18	45.0	100.0
	Total	40	100.0	
Child with Autism	One	31	77.5	77.5
	Two	8	20.0	97.5
	More than 2	1	2.5	100.0
	Total	40	100	
Years of working	Two	9	22.5	22.5
	Three Five	14	35.0	57.5
	More than Five	17	42.5	100.0
	Total	40	100	

Source: Authors

4.2 Descriptive Analysis

Descriptive Analysis of the variables and indicators Descriptive Analysis of Research Variables shows some descriptive for the research variables used in this study. The minimum, the maximum, mean and standard deviation for the research variables parents view, siblings view, teachers view and autism. For the research variables; there are 8 items for parents view, 6 items for siblings view, 6 items for teachers view and 5 items for autism. The result shown below is the average of all the items belong to each variable from the five-point Likert scales.

4.2.1 Parents view

The first indicator (A1) of parents view was 'You were aware of autism before'. In the case of this indicator, the minimum value was 2 which denote 'Moderately Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 3.6250 indicating a positive response Indic standard deviation was raised to 1.27475 which proves that there is less variation between the respondent's answers.

The Second indicator (A2) of parents view was 'This diagnosis changes your expectation'. In the case of this indicator, the minimum value was 2 which denote 'Moderately Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 point Likert Scale followed in the field survey. The sample average value of this variable is 3.9500 indicating a positive response Indic standard deviation was raised to 1.44914 which proves that there is less variation between the respondent's answers.

The third indicator (A3) of parents view was 'Having a child with Autism affects your routine'. In the case of this indicator, the minimum value was 3 which denotes 'Neutral' and the maximum value was 5 which denotes 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 4.6250 indicating a positive response Indic standard deviation was raised to .54006 which proves that there is less variation between the respondent's answers.

The fourth indicator (A4) of parental philosophy was that 'You are not able to work the whole momenta for him. In the case of this indicator, the minimum value was 1 which denotes

'Strongly Disagree' and the maximum value was 4 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 2.9500 indicating a positive response Indic standard deviation was raised to .87560 which proves that there is less variation between the respondent's answers.

The fifth indicator (A5) of parents view was 'you had to give up your carrier plans to take care of him. In the case of this indicator, the minimum value was 2 which denote 'Moderately Disagree' and the maximum value was 3 which denotes 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 2.3250 indicating a positive response Indic standard deviation was raised to .47434 which proves that there is less variation between the respondent's answers.

The sixth indicator (A6) of parents view was 'Autism is affecting your relationship with other children'. In case of this indicator the minimum value was 1 which denotes 'Strongly Disagree' and the maximum value was 4 which denote 'Strongly Agree' in the 5 point Likert Scale followed in the field survey. The sample average value of this variable is 3.6000 indicating a positive response Indic standard deviation was raised to .63246 which proves that there is less variation between the respondent's answers.

The seventh indicator of parental observation (A7) was 'Child autism puts extra stress on your marital relationship'. In the case of this indicator, the minimum value was 1 which denotes 'Strongly Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 point Likert Scale followed in the field survey. The sample average value of this variable is 2.9500 indicating a positive response Indic standard deviation was raised to 1.44914 which proves that there is less variation between the respondent's answers.

The eighth indicator (A8) of parents view was 'Your extended family supports you as a mother'. In the case of this indicator, the minimum value was 1 which denotes 'Strongly Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 point Likert Scale followed in the field survey. The sample average value of this variable is 3.6000 indicating a positive response Indic standard deviation was raised to 1.03280 which proves that there is less variation between the respondent's answers.

4.2.2 Siblings View

The first indicator (B1) of siblings view was 'Autism Affects your relationship with your siblings'. In the case of this indicator, the minimum value was 2 which denotes 'Moderately Disagree' and the maximum value was 5 which denotes 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 3.9500 indicating a positive response Indic standard deviation was raised to 1.44914 which proves that there is less variation between the respondent's answers.

The second indicator (B2) of sibling's philosophy was 'Occasionally you feel entangled about your siblings'. In the case of this indicator, the minimum value was 1 which denotes 'Strongly Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 2.9500 indicating a positive response Indic standard deviation was raised to 1.44914 which proves that there is less variation between the respondent's answers.

The third indicator (B3) of siblings view was 'You feel embraced to bring your people into the public eye'. In the case of this indicator, the minimum value was 1 which denotes 'Strongly Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 3.9250 indicating a positive response Indic standard deviation was raised to 1.49164 which proves that there is less variation between the respondent's answers.

The fourth indicator of sibling philosophy (B4) was 'Do you think having a sibling with autism weakens your family ties?' In the case of this indicator, the minimum value was 1 which denotes 'Strongly Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 3.6000 indicating a positive response Indic standard deviation was raised to 1.03280 which proves that there is less variation between the respondent's answers.

The fifth indicator (B5) of siblings view was 'You try to support your autistic brother or sister?' In the case of this indicator, the minimum value was 1 which denotes 'Strongly Disagree' and the maximum value was 4 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the

field survey. The sample average value of this variable is 3.6000 indicating a positive response Indic standard deviation was raised to .63246 which proves that there is less variation between the respondent's answers.

The sixth indicator of sibling philosophy (B6) was that "your parents have to suffer plenty for this species of kid ". In the case of this indicator, the minimum value was 2 which denote 'Strongly Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 3.6250 indicating a positive response Indic standard deviation was raised to 1.27475 which proves that there is less variation between the respondent's answers.

4.2.3 Teachers view

The first indicator (C1) of teachers view was 'You love to teach autistic students as you love to teach normal children. In the case of this indicator, the minimum value was 2 which denotes 'Strongly Disagree' and the maximum value was 4 which denotes 'Moderately Agree' in the 5 points Likert Scale followed in the field survey. The Sample Mean value for this variable is 2.9750 indicating a positive response. The standard deviation was found .83166 which indicates that respondent's answers fluctuate sometimes.

The second indicator (C2) of teachers view was 'It is hard to teach them'. In the case of this indicator, the minimum value was 1 which denotes 'Strongly Disagree' and the maximum value was 4 which denotes 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 2.3000 indicating a positive response Indic standard deviation was raised to 1.26491 which proves that there is less variation between the respondent's answers.

The third indicator of teacher philosophy (C3) was 'they can influence a bigger part in the community. In the case of this indicator, the minimum value was 2 which denote 'Moderately Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The Sample Mean value for this variable is 3.9500 indicating a positive response. The sample average value of this variable is 3.9500 indicating a positive response Indic standard deviation was raised to .87560 which proves that there is less variation between the respondent's answers.

The fourth indicator (C4) of teachers view was 'You need to be tricky to teach them. In the case of this indicator, the minimum value was 2 which denote 'Moderately Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 3.5500 indicating a positive response Indic standard deviation was raised to 1.28002 which proves that there is less variation between the respondent's answers.

4.2.4 Autism Philosophy

The first indicator (D1) of autism was 'Autism is a disease that suffers the child very much. In the case of this indicator, the minimum value was 1 which denotes 'Strongly Disagree'. The maximum value was 5 which denotes 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 3.5250 indicating a positive response Indic standard deviation was raised to 1.61702 which proves that there is less variation between the respondent's answers.

The second indicator (D2) of autism was 'Sometimes parents can't detect autism in their child easily'. In the case of this indicator, the minimum value was 3 which denotes 'Neutral' and the maximum value was 5 which denotes 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 3.8000 indicating a positive response Indic standard deviation was raised to .51640 which proves that there is less variation between the respondent's answers.

The third indicator (D3) of autism was 'Some diagnosis need to detect it clearly'. In the case of this indicator, the minimum value was 2 which denote 'Moderately Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 2.6000 indicating a positive response Indic standard deviation was raised to .74421 which proves that there is less variation between the respondent's answers.

The fourth indicator (D4) of autism was 'Autism affects the whole family. In the case of this indicator, the minimum value was 3 which denotes 'Neutral' and the maximum value was 5 which denotes 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The

sample average value of this variable is 4.7000 indicating a positive response Indic standard deviation was raised to .51640 which proves that there is less variation between the respondent's answers.

The fifth indicator (D5) of autism was 'child with autism should treat properly'. In the case of this indicator, the minimum value was 2 which denote 'Moderately Disagree' and the maximum value was 5 which denote 'Strongly Agree' in the 5 points Likert Scale followed in the field survey. The sample average value of this variable is 4.0500 indicating a positive response Indic standard deviation was raised to 1.19722 which proves that there is less variation between the respondent's answers.

4.3 Correlation Analysis

Hypothesis 1: Autism has an impact on Parents. Table 3 shows that there is a positive and significant ($r = .474^{**}$) impact of autism on parents. The relationship is significant ($p < .05$). So, it is likely that parents view will change based on autism.

Hypothesis 2: Electronic Autism has an impact on Siblings. Table 3 shows that there is a positive and significant ($r = .666^{**}$) impact of autism on Siblings. The relationship is significant ($p < .05$). So, it is likely that siblings view will change based on autism.

Hypothesis 3: Electronic Autism has an impact on Teachers. Table 3 shows that there is a positive and significant ($r = .345^{**}$) impact of autism on teachers. The relationship is significant ($p < .05$). So, it is likely that teachers view change based on autism.

4.4 Regression Analysis

For measuring this strength of the relationship among the constructs as well as for testing the hypothesis linear regression was used in this study. Results of that analysis are summarized in the table below The R-square is the amount of dependent variable variance that is accounted for by the revised model. The R-square for the specific sample will always be greater than the R-square for the population from which the sample was taken. R-square takes advantage of change variation in the sample that will not be present in the population as a whole.

Table 3. Correlations analysis

		Parents View	Siblings View	Neighbors View	Friends View	Teachers View	Autism
Parents View	Pearson Correlation	1	.959**	.722**	.637**	.249**	.474**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	40	40	40	40	40	40
Siblings View	Pearson Correlation	.959**	1	.852**	.776**	.252**	.666
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	40	40	40	40	40	40
Teachers View	Pearson Correlation	.249**	.252**	.165**	.210**	1	.345
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	40	40	40	40	40	40
Autism	Pearson Correlation	.474**	.666**	.595**	.592**	.345**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40

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

4.4.1 Hypothesis 1 testing

In this study, Hypothesis 1 found that autism has an impact on parents. Here the R-square value found in this model is .474, which refers that 47.4% of our variance can be explained by the independent variable. Parents often experience stressful situations upon the initial diagnosis that relates to their child's behavior, adapting to this new lifestyle and the complexity of finding access to the appropriate services useful to the family. Here autism is positively related to parents view and 47.4% variation in parents view can be explained by autism. And as the value of the square is .474 about 47.4% difference between the parents of Savar city is explained by the independent variable. The pressures of

diagnosing an ASD can put pressure on a parent's marital relationship, increase financial obligations on the family, and result in the parent's social isolation from others. Parents experienced stress as a result of modifying goals and activities for their child diagnosed with autism, having to implement different arrangements for the child's education as well sad because of the limited opportunities given to their child.

In hierarchical multiple regression analysis, the p-value is found 0.003 which is above the cutoff value of 0.05. This indicates the rejection of the null hypothesis stating there is an impact of autism on parents.

Table 4. Model summary for Hypothesis 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672 ^a	.474	.005	.41752

a. Predictors: (Constant), Parents View

Table 5. Coefficient for Hypothesis 1

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.433	.645		6.876	.000
	Parents View	.202	.186	.672	1.089	.003

a. Dependent Variable: Autism

4.4.2 Hypothesis 2 testing

The siblings, however, do not fully understand the diagnosis and treatment, they do not take statements from experts and are still expanding them. Hypothesis 2 assumes that autism has an impact on siblings. Here the R-square value found in this model is .666, which refers that 66.6% of our variance can be explained by the independent variable.

They expressed a desire to learn more about better-than-understood behaviors as well as diagnosis. It is very important to inform siblings about their sibling's autism diagnosis so that they can establish relationships with friends who are in the right position. In hierarchical multiple regression analysis, the p-value is found 0.006 which is above the cutoff value of 0.05. This indicates the rejection of the null hypothesis stating there is the impact of autism on siblings. One stress for siblings is the shame of being around friends. When siblings with autism, may say or do things that others find "weird" and/or show aggressive behavior. Some siblings may feel anxious or anxious to bring their siblings

around because of the uncertainty of the unknown.

4.4.3 Hypothesis 3 testing

Teachers are the architect of the nation. Children are the pillars of that nation. Teachers especially autistic school teacher become more sophisticated than normal school teachers. Here the R-square value found in this model is .345, which refers that 34.5% of our variance can be explained by the independent variable. Child with autism like to play with friends. The teacher handles them in a soft way. They like their teacher when they find that teachers are acting in favor of them. They then do all the household chores that their teacher employed them.

In hierarchical multiple regression analysis, the p-value is found 0.022 which is above the cutoff value of 0.05. This indicates the rejection of the null hypothesis stating there is the impact of autism on teachers. Teachers can play a big role in the mental and physical refreshment of autistic students. Teachers know better than most other parents how to behave with them as they usually handle different children every day.

Table 6. Model summary for Hypothesis 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.666	.002	.41811

a. Predictors: (Constant), Siblings View

Table 7. Anova summary for Hypothesis 2

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.188	1	.188	1.075	.006 ^b
	Residual	6.643	38	.175		
	Total	6.831	39			

a. Dependent Variable: Autism

b. Predictors: (Constant), Siblings View

Table 8. Coefficient for Hypothesis 2

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.307	.556		7.750	.000
	Siblings View	.159	.153	.754	-1.037	.006

a. Dependent Variable: Autism

Table 9. Model summary for Hypothesis 3

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.525 ^a	.345	.005	.41950

a. Predictors: (Constant), Teachers View

Table 10. Anova summary for Hypothesis 3

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.144	1	.144	.817	.022 ^b
	Residual	6.687	38	.176		
	Total	6.831	39			

a. Dependent Variable: Autism

b. Predictors: (Constant), Teachers View

Table 11. Coefficient for Hypothesis 3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.191	.509		8.232	.000
	Teachers View	.129	.143	.525	.904	.022

a. Dependent Variable: Autism

Table 12. Hypothesis testing summary

Hypothesis	Remarks
H-1 Autism has impact on Parents	Null hypothesis rejected
H-2 Autism has impact on Siblings	Null hypothesis rejected
H-3 Autism has impact on Teachers	Null hypothesis rejected

5. DISCUSSIONS

Studies have shown that having a child diagnosed with autism changes life in most cases.

5.1 Autism Impact on Parent's

Several participants were asked how diagnosing their child's autism improved their expectations for their child. Several Participant reported that they hadn't really formed any expectations for her child yet as he was diagnosed before the age of two. They said they really thought about what they expected from him at the moment. They were barely new to motherhood, they were new to our children and everything to us and it left things just for a loop. There were 40% male and 24% female respondent in the survey. They informed us about the complications of having child with autism and share their experiences.

The partners' expectations were very subtle with a general realization that her child would live a different life than other siblings but still felt that her child would lead a fulfilling and rewarding life. Autism Spectrum Disorder (ASD) is a collection of neurological disorders including severe developmental disabilities that create problems with thinking, feeling, language, and interaction with others. It is a lifelong developmental

disability that limits social, educational, professional and other important demands at every stage of life. Now a days ASD is becoming more prevalent in the society and it affects more men than women.

5.2 Sibling's Impact

Siblings with autism had no embarrassment towards siblings. Their siblings feel neglected by their parents because of their autism diagnosis. In mainstream classroom communities, the primary importance lies in understanding the source of negative social perceptions and the factors influencing these factors, to effectively respond to the rejection and exclusion of children with autism.

The literature investigated whether the effects of children with ASD on siblings were mixed. Some studies have shown positive and some related studies have shown negative effects in children with autism. Another study has also shown mixed (positive and negative) results. Most siblings of children with ASD interfere with the overall life cycle, such as vocational, marital and family planning. Another study confirmed that siblings are reporting negative effects on siblings with autism that cause feelings of embarrassment or shame. It also found that among siblings aged 8-15, 84% said their siblings had autism when they

were trying to communicate with them while playing.

Siblings of people with autism are more likely to have cognitive, social, linguistic and learning disabilities than the general population. Having a sibling with ASD changes the events of the ideal life cycle. Children with autism are known to have higher levels of loneliness than siblings and peer problems. One study found that loneliness is related to a lack of social support from friends. However, one study found that having siblings with autism had no side effects. Siblings of children with ASD are at increased risk of cognitive problems.

5.3 Teacher's Impact

Children with autism spectrum can have difficulty understanding or communicating their needs to teachers and classmates [34]. Teachers may have difficulty understanding some classroom directions and instructions, including fine vocals and facial expressions. Improper social interactions can lead to challenging behavior, gossip and irrational behavior. Problems with imaginary or creative play with other children hinder and this means many teaching strategies will not be effective. Sensitive issues mean that a student cannot maintain a noisy environment, be touched by others or maintain eye contact.

This inability to fully understand the world around them often puts a strain on reading for the child and teachers often report that they have difficulty meeting the needs of students on the autism spectrum. Teachers need to be aware of a student's disorder, and ideologically have specific training for teaching autism, so that they are able to best assist the student from his or her classroom experience.

Repeatedly, these catastrophic negative social perceptions allowed countless children to further isolate and exclude children with autism from social experiences. In light of this trend, it is important to transform the broader masses of autism from an existing negative attitude that encourages positive attitudes and positive social perceptions. Parents, Siblings and Teachers are among those who are actively involved in child care for children with autism. And rare those who took this diagnosis. It seems that in different studies, families of children face different kinds of challenges. Parents, siblings and teachers union is one of them. Parental stress is extremely important for an autistic child because it is

interfering with the quality of life of the whole family.

6. CONCLUSION

Autism is a disorder that is implicating yet and people. It seems that families of children from different studies face different kinds of challenges. Maternal union is one of them. Parental pressure to be the mother of a child with autism is very important because it is interfering with the quality of life of the whole family. The results of this study on the family impact of children with ASD emphasize that family support, marital relationships and participation in social activities can reduce the impact influenced by all family members. Positive and supportive social support can be helpful in reducing parental stress in children with autism spectrum disorders. Increasing flexibility among other family members of children with autism can be beneficial for both parents, especially mothers and children.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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