



## A Study of Parent's Involvement Towards The Need of Mentally Challenged Children in Relation to Their Family Type and Educated Level of the Parents

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### KEYWORDS :

#### INTRODUCTION

In this world, each child is unique. The birth of child whether disabled or non disabled is known to produce pressure since it includes adjustments and extra responsibilities for various members of family. The entire family is bound to handle and accommodate this change but the family having disability off shoot, the born child, faces a special and unique change. A shock is typically the first response of the parents when they know that their child is disabled. The period of the shock usually lasts for a few hours to some days. Later on, a calm detachment from the problem appears and parents used to accommodate the change. Child with disabilities are not able to perform their day to day activities as compared to normal persons. In the context of health experience, a disability is any restriction or lack ability (resulting from impairment) to perform on activity in the manner or within the range considered normal for human being.

The presence of a child with mental retardation in the family calls for a lot of adjustment on the part of parents and family members (Peshawaria & Menon 1991). Some parents cope better with the situation than others. Mentally handicapped child poses a challenge and are potential source of stress to his/ her families, families struggle with questions about cause and prognosis as well as they feel guilt, a sense of loss and disillusionment about his/her future. Parenting a child with mental retardation is not an easy job (Peshawaria, 1992). All parents wish for a healthy and normal child. It was found that less educated parents and parents belonging to low-income group and rural area have significantly more problems than their counterparts (Gupta & Jain 2002).

Many questions arise in their minds about the future of their mentally retarded children. Presence of a mentally retarded person in a family is known to impact the family in varied ways generating special needs not only for the mentally retarded person but also for the different members of special family. "Mental Retardation" i.e. intellectual disability poses greater challenges than the other. Mental sub normality, mental deficiency, mentally handicapped, mentally challenged, intellectual disability and mental retardation are the terms used to refer to the same condition.

Parents get affected in many ways because of having a child with mental retardation. All the family members including the grandparents, sibling of child with mental retardation must become aware of the needs and involve themselves in meeting their needs in various categories:

1. Cure: Mental Retardation-Looking for a treatment or therapy that will cure mental retardation.
2. Guidance: Help Family- Guidance from therapists as to how they can help the family.
3. Information: Government Benefits- From where and what are the benefits available from the Government for such children.
4. Care: future: Future social security of their child.
5. Training Communication: Training programme in language in language and communication for their child.
6. Cause: Mental Retardation: Interested to know what caused the condition.
7. Information: Resources- From when and where to turn for help.

#### STATEMENT OF THE PROBLEM

A STUDY OF PARENAL INVOLVEMENT TOWARDS THE NEED OF MENTALLY CHALLENGED CHILDREN IN RELATION TO THEIR FAMILY TYPE AND EDUCATIONAL LEVEL OF THE PARENTS.

#### OBJECTIVES OF THE STUDY

- To compare parent's involvement of mentally challenged children between joint and nuclear family.
- To compare parent's involvement of mentally challenged children between graduate and post graduate parents.

#### HYPOTHESIS OF THE STUDY

- There is no significant difference in parent involvement of mentally challenged children between nuclear joint families.
- There is no significant difference in parents involvement of mentally challenged children between graduate and post-graduate parents.

#### SAMPLE

The study consisted of a sample of 30 mentally challenged children out of which 13 children from joint family & 17 from nuclear family and also selected 30 parent's of mentally challenged children's out of which 12 parent's are graduate & 18's are post graduates. The subjects were randomly selected from the various mentally handicapped institutes located in Rohtak.

#### TOOL USED

NIHM (National Institute for Mentally Handicapped) Family Needs schedule (parents) by Reeta Peshawaria, D.K Menon, Rahul Ganguly, Sumit Roy, Rajaarn P.R.S.Pillay and Asha Gupta test was administered

#### STATISTICAL TECHNIQUE

t-Test was used to find out the difference in the parent's involvement of mentally challenged children between joint and nuclear families and also used to find out the difference in the parent's involvement of mentally challenged children between graduate and post graduate parents.

#### INTERPRETATION OF RESULTS

Objectives of the study 1:

To compare parent's involvement of mentally challenged children between joint and nuclear family.

Hypothesis 1

There is no significant difference in parent involvement of mentally challenged children between nuclear joint families.

Table 1.1

Nature of families	N	Mean	Pooled S.D	$\Sigma d$	t-value
Nuclear	17	18.9	4.68	1.78	0.50*
Joint	13	19.8			

\*not significant at 0.50

#### INTERPRETATION

The mean score of parent's involvement of Nuclear and Joint families with mentally challenged children are 18.9 and 19.8 respectively. The difference between mean is 0.9.

The computed t-value is 0.5 that is less than table value (critical value) at 0.01(2.76) and at 0.05(2.05) level of significance at df.-28.

Thus, it can be concluded that this difference of mean is not significant at 0.05 and 0.01. Therefore null hypothesis cannot be rejected, and as a result, there is no significant difference in between the involvement of joint and nuclear family parents with mentally challenged children. Objective of the study 2:

To compare parent's involvement of mentally challenged children between graduate and post graduate parents.  
Hypothesis 2

There is no significant difference on parent of mentally challenged children between graduate and post-graduate parents

Table 1.2

Education level of parents	N	Mean	Pooled S.D	$\Sigma d$	t-value
Graduate	12	22.2	6.16	2.22	0.06*
Post Graduate	18	22.5			

\*not significant at 0.50

### INTERPRETATION

The mean score of involvement of graduate and post graduate parents of mentally challenged children are 22.2 and 22.05 respectively. The difference between mean is 0.15.

The computed t-value is 0.06 that is less than table value at 0.01 (2.76) and at 0.05 (2.05) level of significance at  $df=28$ .

Thus, it can be concluded that this difference of mean is not significant at 0.05 and at 0.01 level, so null hypothesis is not rejected so there is no difference between the involvement of graduate and post graduate parents with mentally challenged children.

### FINDINGS

1. There is no significant difference on parents involvement with mentally challenged children (mild or moderate) of nuclear and joint families. So it may be concluded that there is no effect of joint and nuclear family in parent's involvement with Mentally Challenged Children.

2. There is no significant difference on parents involvement with mentally challenged children (mild of moderate) of graduate and post graduate parents. So it may be concluded that there is no effect of the education of the parent's in the involvement of the Mentally Challenged Children.

### EDUCATIONAL IMPLICATIONS

- Mentally challenged child needs considerable systematic guidance and encouragement to imitate the behavior of others, to learn various skills, pattern of interaction and becoming independent as much as he/she can.
- We need to provide for special needs of handicapped children without neglecting their basic needs of the need for love & security, companionship with other children.
- Parent's teacher meeting (PMT) should also be organized in the institutes to discuss the progress of the child.
- Parents do require information on the condition of their mentally challenged children, require knowledge & skill to train & learn to manage behavior problems effectively. To meet such needs, need based intervention programs such as "Behavior Modification workshops" should be conducted.
- Professional working & interacting with families need to equip themselves with necessary counseling skills to have better professional relationships with the family members.

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