RESEARCH PAPER
Impact Factor : 3.6241
Physical Education
Index Copernicus Ic Value: 74.50
Volume : 5 | Issue : 12 | Special Issue Dec 2015 | ISSN - 2249-555X
Empowering People: Effective Social Work Approaches & Strategies



PROBLEMS EXPERIENCED BY THE INSTITUTIONALIZED INTELLECTUALLY CHALLENGED CHILDREN IN CUDDALORE DISTRICT – PARENTS' PERSPECTIVE

KEYWORDS

C. Dhinesh Babu
Doctoral Research Scholar (Full Time), Dept. of Social Work, Bishop Heber College, Tiruchirappalli

Dr. B. Arunkumar
Assistant Professor & Coordinator, Dept. of Social Work, Bishop Heber College, Tiruchirappalli

ABSTRACT

Indian Government is planning and implementing new programmes and plans to prevent the society from these life style diseases. But, certain health problems are age old problems and still prevailing in India. One such problem is mental retardation (Intellectually Challenged) one of the deadliest consequences and there is no cure for it. In India, most of the mentally retarded children are destitute and isolated from the mainstream of society. Even though, the number of special schools has increased in the modern days, only 40% of the intellectually challenged children are coming to special schools. In urban areas the percentages are little more. The present study is indented to understand the parents' perspective of intellectually challenged children who are attending special schools. The main aim of the study is to understand the importance of special schools in dealing with Intellectually Challenged Children. To understand the challenges experienced by the Intellectually Challenged Children and Children's Parents. The research design employed in the present study is Descriptive research design. Cuddalore District has been selected for a present study. There are 16 special schools located in Cuddalore District, and 6 schools were selected using Simple Random Sampling. Ten parents were selected from each school. Majority of the respondents are opined that intellectually challenged children are facing low level of problems after joining the institution, regarding the problems of self injury, learning difficulties, aggression, attention difficulties, lack of socialization etc. Salient findings and suggestions pertaining to the study is discussed in the full paper.

Introduction

Government is planning and implementing new programmes and plans to prevent the society from life style diseases, but certain health problems and age old problems are still prevailing in India. One such problem is mental retardation (Intellectually challenged) one of the deadliest consequences and there is no cure for it. Every Disabled Child is different from the other. Out of all the types of disabilities, an intellectual disability poses greater challenges than the other types do. In India, most of the mentally retarded children are destitute and isolated from the mainstream of society. Even though, the number of special schools has increased in the modern days, only 40% of the intellectually challenged children are coming to special schools. In urban areas the percentages are little more.

India, being a signatory to the United Nations (UN) instruments, has undertaken the rehabilitation programmes on a massive scale. While recognizing the need to fulfil commitments as per the UN declarations and mandates, India being aware of its obligation under the Constitution of India, has introduced various programmes and schemes for the empowerment of persons with disabilities. Articles 15 and 41 afford protection to the rights of persons with disabilities. Disabled persons have been guaranteed the Fundamental Rights as available to other citizens of the country. These include equality of opportunity; non-discrimination; non-untouchability; no traffic in human beings; prohibition of employment of children; religious freedom; right to the language, script or culture; right to franchise; right to property; right to enforce fundamental rights; access to education in any educational institution, and the right to work.

The Government of India has enacted three legislations for persons with disabilities viz.

I. Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, which provides for education, employment, creation of barrier free environment, social security, etc.

ii. National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 has provisions for legal guardianship of the four categories and creation of enabling environment for as much independent living as possible.

iii. Rehabilitation Council of India Act, 1992 deals with the development of manpower for providing rehabilitation services(National Policy for Persons with Disabilities, 2006).

Major symptoms are Learning and developing more slowly than other children of the same age, Difficulty communicating or socializing with others, Lower than average scores on IQ tests, Trouble learning in school, Inability to do everyday things like getting dressed or using the bathroom without help, Difficulty hearing, seeing, walking, or talking and Inability to think logically. The common characteristics of intellectual disabilities: difficulty learning and processing information; problems with abstract thought; and problems with social interactions occur at varying levels unique to each individual. Intellectual impairment involves problems with mental abilities that affect day-to-day functioning in three areas:

- Conceptual – includes problems with skill in language, reading, writing, mathematics, reasoning, memory, knowledge retention
- Social - refers to issues with empathy, judgment, communication, making and keeping friends, and other social functions
- Practical – focuses on problems with self-care, such as personal hygiene, job duties, personal finance, organization

It's critical that parents who suspect their child may have an intellectual impairment seek counselling and help from qualified mental health and medical professionals.

Volume: 5 | Issue: 12 | Special Issue Dec 2015 | ISSN - 2249-555X

The present study is indented to understand the parents' perspective of intellectually challenged children who are attending special schools. The main aim of the study is to understand the importance of special schools in dealing with Intellectually Challenged Children. To understand the challenges experienced by the Intellectually Challenged Children and Children's Parents.]

Methods and Materials

A descriptive research design has been adopted in this study and the sample for the study has been chosen from the Cuddalore District in Tamilnadu. 16 Special Schools were located in 7 Taluks of the District. At first stage, 6 schools have been selected from the 16 schools by adopting simple random sampling. The details of the students have been obtained from the 6 schools for the purpose of data collection 5 fathers and 5 mothers were selected from each school. In order to achieve the objective; the primary source of information has been used. Primary data have been collected after a fine rapport with the respondents through a well-structured interview that included both open and close ended questions. The collected data have been classified and tabulated and programmed with the help of computer. General table interpretation has been carried out with the help of simple percentage analysis. Moreover diagrammatic and graphical representation has been made according to the requirements of the interpretation.

Findings

Intellectually Challenged Children's Socio – Economic Status

S.No.	Variables	No. of Respondents	Percentage
1	Age of Children		
	7	7	11.7
	8	26	43.3
	9	6	10.0
	Above 10	21	35.0
2	Gender of the Child		
	Male	37	61.7
	Female	23	38.3
3	Domicile		
	Urban	12	20.0
	Semi-Urban	38	63.3
	Rural	10	16.7
4	Religion		
	Hindu	42	70.0
	Muslim	9	15.0
	Christian	9	15.0
5	Community		
	SC	13	21.7
	BC	33	55.0
	MBC	14	23.3
6	Type of Family		
	Nuclear	49	81.7
	Joint	11	18.3
7	No. of Family Members		
	4	26	43.3
	5	23	38.3
	6	2	3.3
	7	5	8.3
	8	4	6.7
8	Type of House		
	Own House	40	66.7
	Rental House	20	33.3
	Total	60	100.0
9	Family Monthly Income		
	Up to Rs.20,000	33	55.0
	Rs.20,001 to Rs.24,000	15	25.0
	Rs.24,001 to Rs.26,000	6	10.0
	Rs.26,001 to Rs.30,000	4	6.66
	Above Rs.30,001	2	3.33

- 43.3% of the Intellectually Challenged Children are 8 years old.
- The majority (61.7%) of the Intellectually Challenged Children are Male.
- The majority (63.3%) of the Intellectually Challenged Children belong to semi-urban area.
- The majority (70.0%) of the Intellectually Challenged Children are Hindus.
- Community of the children is concerned the majority (55.0%) of the Intellectually Challenged Children belong to Backward Communities.
- The majority (81.7%) of the Intellectually Challenged Children live in nuclear families.
- 43.3% of the children have 4 members in their family.
- Majority (66.7%) of the Intellectually Challenged Children's family live in own.
- Majority (55.0%) of the Intellectually Challenged Children's family monthly income is up to Rs.20,000.

Incidence of Problems Perceived by the Parents

S. No.	Incidence of Problem	Very High		High		Moderate		Low		Very Low	
		N	%	N	%	N	%	N	%	N	%
1.	Self Injury	0	-	0	-	15	25.0	24	40.0	21	35.0
2.	Learning Difficulties	0	-	0	-	21	35.0	26	43.3	13	21.7
3.	Aggression	0	-	0	-	5	8.3	25	41.7	30	50.0
4.	Withdrawal from Social Activities	0	-	0	-	15	25.0	23	38.3	22	36.7
5.	Attention Difficulties	0	-	0	-	22	36.7	23	38.3	15	25.0
6.	Memory Problems	0	-	0	-	20	33.3	17	28.3	23	38.3
7.	Lack of Socialization	0	-	0	-	15	25.0	22	36.7	23	38.3
8.	Lack of Communication	0	-	0	-	1	1.7	26	43.3	33	55.0
9.	Lack of Cleanliness	0	-	0	-	0	-	36	60.0	24	40.0

Volume: 5 | Issue: 12 | Special Issue Dec 2015 | ISSN - 2249-555X

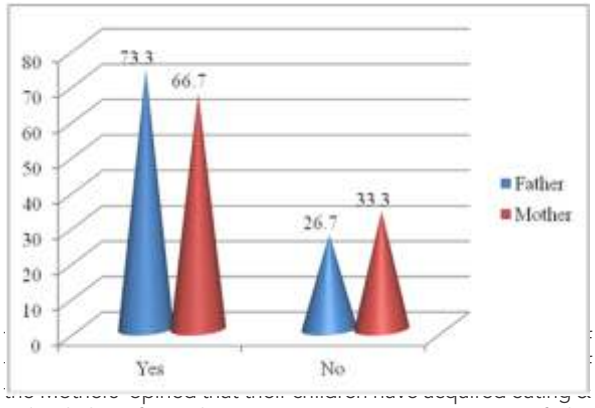
- Problem of Self Injury is concerned, 40.0% of the parents state that there is a low level of problem after joining the institution.
- Problem of Learning Difficulties is concerned, 43.3% of the parents state that there is a low level of problem after joining the institution.
- Problem of Aggression is concerned, 50.0% of the parents state that there is a very low level of problem after joining the institution.
- Problem of Withdrawal from Social Activities is concerned, 38.3% of the parents opined that there is a low level of problem after joining the institution.
- Problem of Attention Difficulties is concerned, 38.3% of the parents opined that there is a low level of problem after joining the institution.
- Problem of Memory Problems is concerned, 38.3% of the parents opined that there is a very low level of problem after joining the institution.
- Problem of Lack of Socialization is concerned, 38.3% of the parents opined that there is a very low level of problem after joining the institution.
- Problem of Lack of Communication is concerned, 55.0% of the parents opined that there is a very low level of problem after joining the institution.
- Problem of Lack of Cleanliness is concerned, 60.0% of the parents opined that there is a low level of problem after joining the institution.

Challenges Experienced by the Parents while Dealing with Intellectually Challenged Children

S. No.	Incidence of Problem	Very Low		Low		Moderate		High		Very High	
		N	%	N	%	N	%	N	%	N	%
1.	Neighbourhood Problems	10	16.7	37	61.7	9	15.0	4	6.7	0	-
2.	Relatives Problems	22	36.7	31	51.7	3	5.0	4	6.7	0	-
3.	Family Problems	28	46.7	31	51.7	1	1.7	0	-	0	-
4.	Siblings Problems	26	43.7	31	51.7	3	5.0	0	-	0	-
5.	Time Problems	31	51.7	22	36.7	7	11.7	0	-	0	-
6.	Transport Problems	17	28.3	24	40.0	15	25.0	4	6.7	0	-
7.	Stigma and Discrimination	29	48.3	27	45.0	0	-	4	6.7	0	-

- More than sixty one percent (61.7%) of the parents are low level of Challenges Experienced like Neighbourhood Problems.
- More than fifty one percent (51.7%) of the parents are low level of Challenges Experienced like Relatives Problems, Family Problems and Siblings Problems.
- More than fifty one percent (51.7%) of the parents are very low level of Challenges Experienced like Time Problems.
- Exact forty percent (40.0%) of the parents are low level of Challenges Experienced like Transport Problems.
- More than forty eight percent (48.3%) of the parents are very low level of Challenges Experienced like Stigma and Discrimination.

Gender Vs Child's Acquisition of Eating & Toilet Habits from the Institution



toilet habits from the institution. Moreover 26.7% of the Intellectually Challenged Children's Fathers' and 33.3% of the Mothers' opined that their children have not acquired eating & toilet habits from the Institution.

Conclusion

Thus the present study has documented the perspective of parents on the challenges experienced by the Institutionalized Intellectually Challenged Children in Cuddalore District. It's imperative to provide a comprehensive education for the Intellectually Children which demands a concerted effort on the part of the Government, Voluntary Organizations and Parents. Suggestion to Parents: To help the child learn daily care skills, such as dressing, feeding him or herself, using the bathroom, and grooming. To find out what skills the child is learning at school. Find ways for the child to apply those skills at home. Keep in touch with the child's teachers. Find out how you can support the child's school learning at home. Suggestion to the Government: The government should take note of the huge public health implications of mental disorder and the lack of organized services for the mentally ill. NGO representation should be sought in all committees, task forces involved with planning of mental health activities and program implementations at the state and national levels.

REFERENCE

1. Ali, M. R.; Al-Shatti, A., (1994), "Parents of Mentally Retarded Children: Personality Characteristics and Physiological Problems", Social Behaviour and Personality: an international journal, Volume 22, Number 1, pp. 41-51(11). | 2. Ministry of Social Justice and Empowerment, Department of Disability Affairs http://www.socialjustice.nic.in | 3. Rao LG, Narayan J, Mani MNG. (2005), Status of education of children with disabilities, Secunderabad: National Institute for the Mentally Handicapped. | 4. S. Edwardraj, K. Mumtaj, J. H. Prasad, A. Kuruvilla, K. S. Jacob (2010), "Perceptions about intellectual disability: a qualitative study from Vellore, South India": Journal of Intellectual Disability Research, Vol.54, Issue 8, Pp.736-748. | 5. Schalock et al, (2010), "Intellectual Disability: Definition, Classification, and Symptoms of Supports", American Association on Intellectual and Developmental Disabilities, pp.259, ISBN-978-1-9353-0404-3. | 6. Stanley S. Herr, Laurence O. Gostin, HongjuKoh, (2003), The Human rights of persons with intellectual disabilities: Different but equal Hardcover – Import. | 7. Wishart MC, Bidder RT, Gray OP, (1981), "Parents' report of family life with a developmentally delayed child", Child Care Health Dev. 7(5): 267-79.