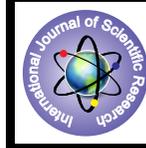


Sociability, Hardiness and Resilience in Mothers of Differently Able Children



Psychology

KEYWORDS : Sociability, hardiness, resilience, mothers of differently able

Dr. Preetha Menon

Assistant Professor, Dept. Of Psychology, Avinashilingam University for Women, Coimbatore-641043. Corresponding author

Ms. Yogeswarie

Post Graduate student, Dept. Of Psychology, Avinashilingam University for Women, Coimbatore-641043

ABSTRACT

An attempt has been made to understand the relationship between sociability, hardiness and resilience of mothers of children with special needs. The study was conducted at two special schools, in Coimbatore involving 75 mothers.

The psychological tools used were Sociability Questionnaire, Dispositional Resilience Scale and Resilience Scale. Results revealed that (a) the participant mothers had medium sociability, moderate hardiness and moderately high resilience (b) there was statistically significant relationship between sociability, hardiness and resilience and some of the demographic variables of the participant mothers.

Introduction

In India, the broad definitions of different categories of disabilities which have been adopted in the person with disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, 1995, as well as under the Rehabilitation Council of India, 1992, are as under "person with disability" means a person suffering from not less than forty percent of any disability certified by a medical authority (Srivastava, 2011).

In India 1.67% of the 0-19 population has disability. Of all people living with disabilities 35.29% are children. Approximately, 24% are visually impaired, 12% are hearing impaired, 12% are speech impaired, 17% are mentally retarded and 7% are affected of other disabilities (Garg et al., 2009). The prevalence of differently able children reported from the studies range from the population of 18 - 207 per 1000 and at any given time about 2-3% of the population suffers seriously incapacitating differently able children in South India (Garg et al., 2009).

Causes of disability are genetic, biochemical, nutritional, natal, psychological and social and characteristics of the mothers of differently able. The factors that fall under the characteristics of the mothers of differently able are their physical, psychological and social well being.

Hardiness and resilience are two important psychological aspects which play crucial roles in maintaining well being in these mothers. Hardiness is a psychological construct that refers to an individual's stable, characteristic way of responding to life events. Individuals who exhibit hardiness have generally been found to be less susceptible to experiencing illness in response to stressful conditions in their lives (Funk, 1992; Horner, 1998; Kobasa, 1979, 1982;). Psychologically hardy individuals also have less severe illnesses (Maddi and Khoshiba, 1994).

Resilience is defined as an individual's ability to properly adapt to stress and adversity. Stress and adversity can come in the shape of family or relationship problems, health problems, or workplace and financial stressors, among others. Individuals demonstrate resilience when they can face difficult experiences and rise above them with ease. Resilience is not a rare ability, in reality, it is found in the average individual and it can be learned and developed by virtually anyone. It is the single most critical means of handling both ordinary and extra ordinary level of stress. These positive relationships include traits such as mutual, reciprocal support and caring. Such relationships aid in bolstering a person's resilience (Resnick, 2011).

According to Miriam Webster Dictionary, sociability is "the quality or state of being sociable, the act or an instance of being sociable" characteristics associated with sociability include:

openness, gregariousness, joviality (Shaffer, 2009). Sociability is influenced the characteristics of people, the purpose of the interaction, the norms and politics that govern online behaviour, the design of the software environment that supports the interaction and the physical environment in which people interact either together or separately (Preece, 2000).

The present study is conducted to understand the relationship between sociability, hardiness and resilience in mothers of differently able children. This study is intended to pave way for more such studies that can help this particular population. The Principal Researcher of the present study considers this as a pilot venture for her future research in evolving an interventional study in the same area.

Method

Sample

From WVS Special School for Differently Able Children, Kavundampalayam, Coimbatore and TELC Early Intervention School, Manikoonda, Townhall, Coimbatore, seventy five mothers of differently able children were selected by convenient sampling. They were in the age group of 23-55 years.

Tools

- Adult Consent Form was used to get consent from the mothers of children with special needs.
- Case Study Schedule was used to collect the demographic data of the sample.
- Sociability Questionnaire (John Berent, 1993). This scale consisted of 35 statements with 3 point rating scale.
- Dispositional Resilience Scale (Paul Bartone, 1995). This scale consisted of 15 statements with 4 point rating scale. The reliability and validity values are .78.
- Resilience Scale (Wagnild and Young, 1993). This scale consisted of 25 statements with 7 point rating scale. The reliability and validity values are .72 and .92 respectively.

Procedure

Eighty mothers of differently able children were approached and were briefed about the purpose of the present study and the questionnaires that are used in it. Seventy five mothers expressed their willingness to cooperate with the study by signing the Adult Consent Form. Following that, they completed Sociability Questionnaire, Dispositional Resilience Scale and Resilience Scale. The sampling method employed was a convenient one.

Results and Discussion

Table 1: Showing the Level of Sociability of the Participant Mothers

Sociability	n	Percentage (%)
Low (17 or below)	14	19
Medium (18-27)	52	69
High (28 or above)	9	12

Percentages are rounded off

It is very encouraging to note from Table 1 that, 69% of the participants had medium level of sociability. The participants of the present study might be accepting their children as they are and instead of becoming very reserved they are utilizing and expressing their social skills which can help their children in future. Social skills could be learned through social skills training (Dimateto, 2007).

Table 2: Showing the Level of Hardiness of the Participant Mothers

Hardiness	n	Percentage (%)
Low (1-15)	5	7
Moderate (16-29)	43	57
High (30-45)	27	36

Percentages are rounded off

It is encouraging to note from Table 2 that a large majority (93%) of the participant mothers had moderate to high hardiness which might be the buffer and the moderating factor in coping with day-to-day stresses and strains of bringing up their children with special needs.

Table 3: Showing Level of Resilience of the Participant Mothers

Resilience	n	Percentage (%)
Very Low (1-25)	-	-
Low (26-50)	-	-
Moderately low (51-75)	3	4
Moderate (76-100)	16	21
Moderately high (101-125)	18	24
High (126-150)	28	37
Very high (151-175)	10	13

Percentages are rounded off

It is relieving to note from Table 3 that 82% of the participant mothers scored moderate to high level of resilience and none had very low. Probably this is the factor that keeps them going in spite of the discouraging aspects of their children.

Table 4: Correlation between Sociability and Hardiness of Participant Mothers

Variable	Statistical Measure	Sociability	Hardiness
Sociability	Pearson Correlation	1	.512**
	Sig. (2-tailed)		.000
	N	75	75
Hardiness	Pearson Correlation	.512**	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Table 4 shows that there is a significant correlation at 0.01 level between sociability and hardiness in mothers of differently able

children. This shows that when the level of sociability increases the level of hardiness also increases. By interacting with the participant mothers, it was found that their social skills and hardiness were to the level that they could cope with stressful situations.

Table 5: Correlation between Hardiness and Resilience of Participant Mothers

Variable	Statistical Measure	Hardiness	Resilience
Hardiness	Pearson Correlation	1	.546**
	Sig. (2-tailed)		.000
	N	75	75
Resilience	Pearson Correlation	.546**	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Table 5 shows that there is a significant correlation at 0.01 level between hardiness and resilience in mothers of differently able children. It indicates that, when hardiness is high, resilience is also high. It was observed that the psychological strengths of the participant mothers attributed to high resilience and hardiness.

Table 6: Correlation between Resilience and Sociability of Participant Mothers

Variable	Statistical Measure	Resilience	Sociability
Resilience	Pearson Correlation	1	.380**
	Sig. (2-tailed)		.001
	N	75	75
Sociability	Pearson Correlation	.380**	1
	Sig. (2-tailed)	.001	
	N	75	75

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

Table 6 shows that there is a significant correlation at 0.01 level between resilience and sociability in mothers of differently able children. This could be due to the reason that their social skills are helping them become more resilient.

Conclusion

The study revealed that there was statistically significant relationship between sociability, hardiness and resilience of the selected mothers of differently able children.

The coefficient of correlation between sociability and hardiness is statistically significant at 0.01 level. The coefficient of correlation between hardiness and resilience is statistically significant 0.01 level. The coefficient of correlation between resilience and sociability is statistically significant at 0.05 level.

Recommendations and Suggestions for Further Research

- Awareness programmes on special needs of children with disabilities could be conducted for parents and school teachers.
- Teachers Training Course should incorporate intensive training to identify children with special needs in normal classrooms.
- Integrated and inclusive education system should be introduced in educational institutions.
- Extensive research on the psychological aspects of parents of differently able could be beneficial in evolving psychological intervention that promotes well being in them.

REFERENCE

- Dimatteo, R.M. (2007). Health Psychology. 1st Edition. Published by Dorling Kindersley India Private Limited. 334-336. | | Funk, S. C. (1992). Hardiness: a review of theory and research. Health Psychology. 11,335-345. | | Horner, K. L. (1998). Individuality in vulnerability: Influences on physical health. Journal of Health Psychology. 3, 71-85. | | Kobasa, S. C. (1979). Stressful life events, personality, and health: an inquiry into hardiness. Journal of Personality and Social Psychology. 37,1-11. | | Kobasa, S. C. (1982). Commitment and coping in stress resistance among lawyers. Journal of Personality and Social Psychology. 42,707-717 | | Garg et al. (2009). The National Medical Journal of India. 22(2), 20-30. Retrieved 25-03-2015 from [www.nmji.in/archives/volume-22/issue-2/PDF-volume-22 issue-2/volume-22-issue-2-med-soc.pdf](http://www.nmji.in/archives/volume-22/issue-2/PDF-volume-22%20issue-2/volume-22-issue-2-med-soc.pdf). | | Maddi, S. R. & Khosaba, D. M. (1994). Hardiness and mental health. Journal of Personality Assessment. 63,265-274. | | Maddi&Kobasa.(1985) . In Dimatteo, R.M. (2007). Health psychology 1st Edition. Published by Dorling Kindersley India Private Limited. 334-336. | | Preece(2000). In Shaffer ,R.D.(2009). Social and personality development. 6th Edition. Nelson Education Limited. 300-305. | | Resnick , B.(2010). Resilience in Aging: Concepts, Research and Outcomes. Published by Springer Science& Business Media. 67- 69. | | Shaffer ,R.D.(2009). Social and personality development. 6th Edition. Nelson Education Limited. 300-305. | | Srivastava, S. (2011). Special Needs of Children and Their Education. Sonali Publications. 13-17. | | Wagnild, G.M. & Young,H.M. (1993). Resilience Scale. Development and Psychometric Evaluation of the Resilience Scale. 1(2),169