

An Analysis of Attitude of Parents towards Children with Intellectual Disability

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Abstract

The objective of study was to analyze attitude of parents towards their intellectually disable children and parents of normal children towards their normal children. The study was descriptive in nature and survey method was used to collect the data from sample of N=200 (n=100 parents of intellectually disable children and n=100 parents of normal children) from Faisalabad division of Punjab Province. For the selection of sample the convenient sampling technique was used. Parental age group was 26-55 years, either mother or fathers were included in the sample based on the availability and children age group was among 6-15 years. Parents belonged to different residential areas and have different level of education. Index of parental attitude (IPA) was used to collect the data. Statistical analysis of the collected data showed that there is significant difference in the parental attitude among parents of intellectually disabled children and parents of normal children. There is no significant difference in the parental attitude of fathers and mothers towards their intellectually disabled children. There is no significant difference in the parental attitude towards intellectually disabled children on the basis of age of parents. There is significant difference in the parental attitude towards intellectually disabled children on the basis of their education.

Keywords: parents, intellectual disability, children

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Introduction

Children are endowment of God, desired by all married couples. From a huge number of years circle of human development is preceded by child birth process. Parents view themselves as fortunate for having normal and healthy child but imagine a scenario where that a child turns into an abuse as opposed to a gift. A few kids are healthy and some other weak. A few kids are with various intellectual abilities normal, more than normal and not as much as normal. Children with underneath normal intellectual abilities are called intellectually disabled. Such children experience issues in changing their method for working suitable to different circumstances in regular daily routine. The term 'mental retardation', 'mental insufficiency', 'mental deficiency' and 'intellectual disability, refers to a similar condition. The introduction of an intellectually disabled child is considered revile of God in our general public driving hopelessness for themselves and for their persons. Intellectually disabled children influence their parents socially, inwardly, occupationally monetarily changing over their lives into a walking hellfire (ARE, 2005).

Individuals create interior models of reality called construct with a specific end goal to comprehend and clarify their general surroundings similarly as theorists generate theories. Like theorists, they build up these constructs in view of perception and experimentation in same way individuals develop perspectives and assessments on the bases of perception and experience, every one of these perspectives feelings perceptions ideal and horrible verbal and nonverbal expressions combine and prompt 'attitude'. Which allude to the assessment of a question or thought. Attitude comprises of three segments affect, cognition and behaviour that end up connected. This tri-segment model of demeanor demonstrates how individuals feel around a question, what they accept about that protest and how they carry on towards protest connect (Gazzaniga and Heatherton, 2002). Parental disposition towards children is characterized as parent's good and horrible assessment of a child. Good responses incorporate help, mind, love would be sure parental state of mind. Ominous responses would be temper, animosity, dismissal, bothering and despises (Pickett, 2004).

Literature Review

The parents provide both a socially acceptable vehicle to bring children in to the world and the mean of acculturating them once they are

born. Many individuals see children as extension of themselves. Some perceive their children as a mean to attain some degree of immortality still other have children because it appears to be normal thing to do. Unfortunately, the conception of some children is unplanned as like mentally retarded child. The parents of intellectually disabled child search some joy which reduce or balance the frustration, problems and troubles created by the disable child. Imaginations, ideas and expectations towards the disable child future life are mostly crushed. The Parents confidence, self-respect and emotions of their personality are threatened by the intellectual disable children. Many people has the basic objective of their life is procreation of good health and normal child. When the parents conceive intellectually disable child, they feel very ashamed and think that they failed in achieving the basic objective or purpose of life. The thinking of failure in life and low confidence, self-respect is temporary for most parents. It is most compulsory and important for parents to recognize that the time of aggression, hyper and refusal of troubles which are created by the disable child is as usual and natural. For children parents are socialized symbol for achieving successful life (Drew, 1986).

Miles (2002) described that socialization is important in determining the overall quality of life. For most individuals, parents are the base from which individual learn to interact with others. The family function as the key in achievement of socialization of all members, many parents experience stress in attempting to meet socialization needs of a disabled child. Almost all exceptional children regardless of their disability are significant social handicaps. Shehzadi (2000) described that a child with an exceptionality can have both a positive and negative impacts on parents' ability to be affectionate e.g. a family can be drawn together and experience a close sense of bonding as a result of the exceptionality. A negative impact can occur in families with members who are exceptional, some parents may fail to establish affectional bond with the child who is disabled either because of the fear that the child will die or the child is physically deformed. Parents of children with intellectual disability becoming negative often experience loss of their own self-esteem.

Parent inability to accept disability may also greatly affect the ability of the child with an exceptionality to develop healthy self-identity. Intellectual disability also affects the emotional health of parent, parent display physical and emotional exhaustion. Physical energy used in day to day care of child often lead to serious mood variation in parents. Along with a physical strain, parents also report presence of emotional pressure like depression, worry, guilt and shame. Regardless of types and degree of disability, parents hold unrealistic hopes and expectations with them

child, parents attach both realistic and unrealistic expectations and aspiration for a child. The child is expected to perform like normal child and achieve all the plans and desire for them and when disable child fails to fulfill parents develop negative attitude towards them. All financial, emotional and social factors cause stress and disturb reactions and emotions of parents towards their special child (Shehzadi, 2000).

Attitude of parents towards disable child is created and measured by the responses and reactions of parents. Responses and reactions are depended on the emotions, feelings and importance of parents. Level of emotions and importance create the problems for disable child. For development, improvement and maturity of disable child, the parental attitude and reaction is impulsive and unserious and the parental feelings, reactions are different among each other because their emotions, responses and irritation level is difference. When the parents heard that their child is special or disable so first of all they cannot accept and not ready to hear such words after that they restore many things in mind about child needs, problems and society issues. The basic concept has a variety of shapes. It may create the temporary stress disorder in parents or create permanent anxiety which effect on the whole family and the mother and father treated the disable child with different emotions and feelings. For the physical protection mother play major role and if the father does not participate in the rehabilitation, development and care of disable child then a guardian is essential. He will manage through emotions and feelings. Father and mother proved different feelings and responses. These different feelings and responses, reactions play very essential role in building the positive and negative attitude (Drew, et.al., 1986).

In Pakistan, mostly researches explored that parent has negative attitude regarding their intellectual disable child even the parents could not accept the disable child. Parents take ignorance and avoidance from disable child if some parents admitted his disable child into any school or rehabilitation centre then they doesn't care the child problems and needs. In this condition the disable child is unable to join any gathering, functions and other social events (Shehzadi, 2000). Farber, (1999) explained that most of the parent exert negative attitude by getting rid of the child by institutionalizing him. Parents placing younger children demonstrate little interest and those placing older children demonstrated greater interest. Child was placed because he wanted more care, was too hard to handle, need someone to watch over him when the parents are gone.

Parents avoid spending money on disable child expressing negative behavior. Miles, (2002) explained that the expenditures sustained or money spend on children for training and guidance purpose perceiving as

nothing any positive progress and showed useless effort. It is considered that no any positive improvement and development seen in the intellectual disable child condition, if some targets achieved they would be incomplete and limited. They realized that the disable child cannot achieve the high posts or jobs such as a good business man, professor, engineer, scholar and doctor. Even the parents not spend any penny on disable child because they think that no any achievement is possible from disable child and they spend a lot of money on the rehabilitation, education, training of their normal children. Sex of an intellectually disabled child also effects parent attitude. Turnbull, (2008) described Parents can be effected in their interactions with their child depending on whether their child is disable son or daughter. Some father regardless of their social class have shown greater initial impact if their child is a boy and mothers if their child is a girl. The presence of a member with disability creates special needs by increasing the family consumption demand and decreasing its productivity. Child's special need includes medical bills, special equipment excessive expensive on schooling and transportation. For some parents the disable child domestic and health needs are stressful, family health and domestic health needs vary depending on the type and severity of exceptionality. Parents have difficulty enjoying the outings and family functions (Shehzadi, 2000).

The father play very essential role towards a child education, training and rehabilitation especially his role regarding disable child is most important. A variety of researchers pointed out that the attitude of father regarding child is negative as compared to mother attitude. The reason of father negative attitude towards child is that the father has variety of work, job, meetings and burden of other social affairs due to which he has short time and most of the time his mood and emotions was upset. On the other hand father can adjust and fulfill the disable child needs after managing and recognizing the disable child needs. Some father's wants that they could not give time to disable child or create a long space or they deal aggressively and hectically with disable child. This attitude and dealing of parents is putting the harmful and negative effects on the disable child. Feelings and views of other peoples in the society force the father for minimize the negative attitude and for promoting positive attitude towards the disable child. Fathers spend his time with other normal children and playing with them different games that is called daddy play. These games and such kind of time spending are very energetic, active and happy games. When father spend time with intellectual disable child and play different games then he support and help the disable child for the muscle controlling, promoting interpersonal skills and for building up the

confidence. When the disable child playing and spending time with his father he learns many things through different activities and tries to improving himself. The disable child and his father both get pleasure and enjoy the time during spending time together. There are two major benefits of together enjoying one is that the loving and healthy relation among the father and disable child develops and the second is that disable child encouraged that he was doing more many works. These mentioned above activities and work will enhance the confidence, work strength, increase motivation level and will attained the happiness and satisfaction in the life of disable child (Callicutt, 2000).

For giving every time, every day care to intellectually disable children and fulfils their other requirements, the mother of that disable children play vital role in this act. The mother tried to avoid any stress, mishap or strain not only for her intellectual disable child but also for performing the daily household tasks smoothly. If she gets any stress, depression or sick then not only her special child would be disturbed but whole the family will highly disturbed because the special child as well as whole the family dependable on mother. The mother should support and give confidence to her disable child that he/she does lineate activities and her motivation play a vital role for the rehabilitation of intellectual disable child. If the mother would not give proper care and attention to special child, then definitely appear a negative attitude in the child because he/she would fully dependent on her mother (Callicutt, 2000).

The primarily and basic responsibility of mother is that she intervene and reconcile the special child family and interpersonal relations and check or observe the socialization of that intellectual disable child. The mother will describe the reasons for interpersonal relations and social skills areas of disable child. The mother is most caring, loving and conscientious as compared to father towards the disable child. The mothers of the younger's disable children are thinking for mostly the care of children but the mothers of old disable children are thinking for rehabilitation, training, self-support and future for the disable children. Mother are worried towards the disable child future life in both conditions either the mother of younger child or the mother of old child. The education of mother are involve in her attitude, high educated and low education mothers have a vide difference in their attitudes. The highly educated mother suffering regarding division work, duties from her normal children but the disable child required the extra care and attention bypassing the democratic rule of distribution of work. In this condition the mother feels that she is not paying the loving commitment to disable child. In all highly education and friendly families the equally division of

work and equally care for all children should be preferred. But the low educated mother would pay extra and special care, attention to disable child because she prefers the needs and requirement the each child. It is expected that the low educated mother would give the extra care, attention to intellectual disable child but she does not ignore and neglect their other normal children (Russell et al., 1987).

In such manner, exceptional instructors, educators, and guardians ought to have a superior comprehension of youngster's capacities and emotional wellness. Experts need to sharpen guardians and teachers with the goal that the kid's confidence and adapting methodology could be improved. Before they can be effectively engaged with restoration programs, experts need to know how well the guardians comprehend their child's condition. On the off chance those guardians worries are precisely evaluated and deciphered, emotional well-being experts can settle on fitting choices concerning how every family can benefit from outside intervention, in light of their distinguished needs (Glascoe, 1997).

Literature reviews exposed the effect of a child with exceptional needs on the family, particularly on guardians. At the point when guardians discover that their youngster has an inability or an incessant sickness, they start an existence that is frequently loaded with forceful feelings. An examination was directed by Altman, Cooper and Cunningham (1999) on account of inability in the family: Impact on social insurance use and use for non-handicapped individuals. It was discovered that families with a handicapped part experience increased passionate and budgetary pressure, which can emerge from administering to the individual with at least one inability over the existence course or toward the finish of life.

Regularly the involvement is done at the level of the youngster tending to the handicap as such. Psychological wellness experts while working with families ought to reinforce the interpersonal organization and emotionally supportive networks, which would enable them to beat the pressure and adverse demeanor towards their youngsters with learning handicap. Research has discovered a solid relationship between strong informal organizations and the positive mental prosperity of guardians of kids with disabilities (McGaw et al, 2002).

It is discovered that most guardians by and large need chances to share their encounters and pick up help from companions and even more distant family individuals. Inside care groups, they can examine applicable intense subject matters, for example, sentiments of disappointment and child raising issues. It is likewise a viable gathering to enable guardians to create practical desires for the child and to incite sentiments of fitness

(Wong et al, 2004). Such system bolster bunches have helped families in picking up certainty, enhancing confidence and emphaticness, and improving sentiments of control. These gatherings can go about as a social encouraging group of people, which is regularly absent from the lives of guardians of kids with learning inabilities. It has been contended that enhanced certainty and feeling of prosperity induced by an expanded feeling of self-esteem among these guardians, may decidedly influence child rearing and carry attitudinal changes towards kids with learning handicaps (Turnbull & Turnbull, 1990).

Krauss (1993) led an examination to discover the likenesses and contrasts in youngster related and child rearing worry amongst moms and fathers of 121 little children with inabilities. Fathers announced more pressure identified with their children's disposition and their relationship to the child. Moms announced more worry from the individual results of child rearing. Contrasts amongst moms and fathers with respect to the greatest indicators of youngster related and child rearing pressure were additionally found. Fathers were more delicate to the impact of the family condition, while moms were more influenced by their own encouraging groups of people.

The main purpose of this study was to discover and elaborate the role of intellectual disable children regarding the attitude, feelings and social life of their parents. Now a day the intellectual disability is a very serious and most important topic in European countries. Many studies, researches and surveys are being accomplished on the types, level and the effects of their families. In Pakistan the rare surveys and researches accomplished on intellectual disable children and on their families as well as the attitude of parents because society considers that these issues are the parent's personal and secrete issues. Mostly parents refused and avoid to sharing their internal issues and problems. In Pakistan some institutions and associations are giving attention on intellectually disable children. The researcher desired to investigate the parent's attitude towards the intellectually disable children and these children how increase the stress, problems for their parent.

Objective of the Study

The objective of the study was to analyze the attitude of parents towards their intellectually disable children and parents of normal children towards their normal children was the objective of the study.

Research Questions of study

The research questions of study were:

- i. Is significant difference present in the parental attitude of parents of intellectually disable children and parents of normal children?
- ii. Is significant difference present in the parental attitude of mothers and fathers towards their intellectually disable children?
- iii. Is there any significant difference in the parental attitude of parents of intellectual disability children on the basis age of parents?
- iv. Is there any significant difference in the parental attitude of parents of intellectual disability children on the basis education of parents?

Methodology

It was a descriptive study in nature and for the collection of data from sample survey method was used. The sample was N=200 (n=100 parents of intellectual disability children and n=100 of parents of normal children) in Faisalabad division of Punjab province. For the selection of sample convenient sampling technique was used. Parental age group was 26-55 years, either mother or fathers were included in the sample based on the availability and children age group was among 6-15 years. Parents belonged to different residential areas and have different level of education. Parents of normal children were just selected to make comparison among parents attitude towards their children that whether parents of normal children and parents of intellectually disabled children behave in same way or in different way? Researcher was mainly interested in 100 parents of intellectually disabled children.

Tool of Study

Index of Parental Attitude was used as tool of study. IPA was one of the nine subscale on clinical measurement package (CMP) developed by Huddson (1982). Index of parental attitude (IPA) was designed to measure the problematic behavior of the parents related to social, economical, personal experiences and educational issues in parent child relationship, presenting their negative or positive attitude with their child. The CMP scale is structured as 25 items scale. Each item consist of 5 point self-rating response. The cut of score of IPA is 30. Lesser score indicates positive attitude of parents. Reliability of the scale is 0.90. Comparison of parental attitude was made on age, education, gender and relationship with the child basis.

Findings

Table 1
Frequency distribution of respondents on the basis of demographic analysis

Education	%	Age	%	Gender	%	Health Status	%
Illiterate	9%	26 to 35 Years	25%	Male	58.5%	Disable	50%
Primary	33.5%	36 to 45 Years	52%	Female	41.5%	Normal	50%
Matric	37%	46 to 55 Years	23%	-	-	-	-
Graduate	20.5%	-	-	-	-	-	-

Table 1 indicated that 9% of the respondents were illiterate, whereas 33.5% of the parents were having primary qualification, 37% having matric certificate and 20.5% of the respondents were graduate. 25% of the respondents were of the age range 26-35 years, whereas 52% of parents were of the age 36-45 years and 23% of the respondents were of the age 46-55 years. 58.5% of the respondents were male and 41.5% were female. 50% of the respondents were disable and 50% of the parents were normal.

Table 2
Comparison of parental attitude of parents having intellectually disable children and parents which having normal children

Status	N	M	df	t	Sig
Disable	100	105.00	198	84.587	.001
Normal	100	45.20			

*P < .05 Level of Significance

Table 2 indicated that that there is significant difference in the parental attitude towards intellectually disabled children as compare to the parent’s attitude towards their normal children. Results indicated that disability of the child affects the parent’s attitude towards their children.

Table 3
Analyses of parental attitude towards intellectually disable children on the basis of relationship with the child

Gender	<i>N</i>	<i>M</i>	<i>df</i>	<i>t</i>	<i>Sig</i>
Father	117	77.54	198	1.350	.178
Mother	83	71.66			

*P < .05 Level of Significance

Table 3 indicated that that there is no significant difference in the parental attitude towards intellectually disable children on the basis of their relationship with the child. It can be said that being father or mother does not affect the attitude of the parents towards their intellectually disable children.

Table 4
Comparison age groups of parents related to parental attitude towards intellectually disabled children

Groups	Sum of Squares	<i>df</i>	Mean Square	<i>f</i>	<i>Sig</i>
Between Groups	1475.15	2	737.57	.797	.452
Within Groups	182274.85	197	925.25		

*P < .05 Level of Significance

Table 4 indicated that that there is no significant difference in the parental attitude towards intellectually disabled children on the basis age of parents. It can be said that age does not affect the attitude of the parents regarding intellectually disabled children.

Table 5
Comparison of education of parents related to parental attitude towards intellectually disabled children

Groups	Sum of Squares	<i>df</i>	Mean Square	<i>f</i>	<i>Sig</i>
Between Groups	12559.33	3	4186.44	4.793	.003
Within Groups	171190.67	196	873.42		

*P < .05 Level of Significance

Table 5 indicated that there is significant difference in the parental attitude towards intellectually disabled children on the basis of them. It can be said that education affects the attitude of the parents towards intellectually disabled children.

Conclusion

The present research concluded that there is significant difference found in the parental attitude among parents of intellectually disabled children and parents which having normal children. There is no significant difference found in the parental attitude of fathers and mothers towards their intellectually disable children. There is no significant difference in the parental attitude towards intellectually disabled children on the basis of age of parents. There is significant difference in the parental attitude towards intellectually disable children on the basis of their education in Faisalabad division of Punjab Province. The objective of this current research was to investigate parental attitudes towards intellectual disable children. The analysis of data clearly explained parental feeling, attitude related to the gender, age and education of parents of these children. The findings of this current research are matched and agreed with many other researches.

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