

FAMILY ADJUSTMENT AMONG MOTHERS OF DISABLED CHILDREN

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ABSTRACT : *The main aim of the present research is to study Family Adjustment among Mothers of Disabled Children. The main objectives were to assess adjustment among Mothers of mentally challenged, autistic and cerebral palsy children, to assess adjustment between below graduate and above graduate Mothers of disabled children and to assess interaction effect between type of Mothers and education level of Mothers of disabled children with regards to adjustment. In the present research 300 Mothers of disabled children were randomly selected from Preschool Training Department and Sharda School of B.M. Institute of Mental Health of Ahmedabad and various NGO of Ahmedabad and Gandhinagar district. Total sample was categorized such as 50 Below Graduate Mothers of Mentally Challenge Children, 50 Below Graduate Mothers of Autistic Children, 50 Below Graduate Mothers of cerebral palsy children, 50 above Graduate Mothers of Mentally Challenge Children, 50 above Graduate Mothers of Autistic Children and 50 above Graduate Mothers of cerebral palsy children. Type of mothers and Educational Level of mothers were considered as Independent variable. Scores of Family Adjustment was considered as Dependent variable. Bell's Adjustment Inventory was used for data collection. To find out the main and interaction effect of two independent variables two way Analysis of variance was used. Results indicate that Mothers of Mentally Challenge Children have better Adjustment than Mothers of Autistic Children and Mothers of cerebral palsy children. Mothers of Below Graduate have better Adjustment than Mothers of Above Graduate. Below Graduate of Mothers of Mentally Challenge Children have better Adjustment than remaining groups of Mothers.*

Introduction:

Adjustment is the process of behavior by which men maintains equilibrium among their various needs or between their needs and the obstacle of their environment. Adjustment is an important characteristic of living organism. It means individual's ability to cope up in realistic, socially acceptable manner with one's environment. Thus every individual is in interaction with environment. Term adjustment is defined differently by psychologist. Murphy (1947) defines environment as group of factors potentially capable of influencing an organism. Throughout the life an individual has to adjust to certain psychological as well as environmental demands. It may be defined as the process by means of which the individual seeks to attain psychological and physical equilibrium under the condition created by one's circumstances.

If a person thinks acts and feels according to what is expected and tolerated within his community. He does not violate rules for the sake of violating them. He accepts his limitation and capacities and is satisfied with the life he leads. He makes his goals and ideas consistent with his potentialities. He does not blame others for his deficiencies. He does not avoid challenging situation and when conflict arises he tries to resolve it effectively. He accepts pleasure and displeasure, joy and sorrow and success and failure with poise (Bevli et al.1984). The person is considered as fully adjusted.

Several longitudinal studies have also demonstrated that parental coldness, passivity and neglect and lack of family cohesion and shared leisure time are associated with maladjustment (Mc Cord, 1979), Communication and problems solving in families with maladjusted adolescents is characterized by lack of intimacy and give and take relationship and by more blaming anger and defensiveness than normal families (West and Farrington, 1973)

Nihira et al., (1980) results indicated that family adjustment and functioning were related not only to the severity of the child's retardation and degree of mal-adaptive behavior, but to family demography characteristics, the psychosocial climate of the home (e.g. family cohesion, expressiveness and harmony) and specific kinds of parental behavior towards their retarded children. In addition the perceived impact was related to marital disharmony, family conflict and maladaptive behavior of the retarded child. Seth (1979) revealed that mothers of mentally retarded children indicated more severe pathological attitudes than mothers of normal children.

Vidhya Ravindranadan and Raju,S. (2007). The study attempts to ascertain the level of adjustment and attitude of parents of children with mental retardation. The sample consists of 50 parents (either mother or father) of children diagnosed as mentally retarded. Parental age group is 25-50 yrs. The tools used for the measurement of variables are An Adjustment Inventory, Scale of Parental Attitude towards Mental Retardates, and a Personal Data Sheet. Subjects have been grouped on the basis of Religion, Education, Locality, and Income. The data

were analyzed using Analysis of Variance (ANOVA) and t-test. The results indicated that parental religion, income, and education do not have any significant influence on adjustment variables, but there is change in parental attitude among different religious groups. Locality of parents influences only on the dimensions of social adjustment and parental attitude.

Trute, (1995) studied gender differences in the psychological adjustment of parents of young developmentally disabled children. Mothers and fathers were 46 Review of Literature interviewed separately in 73 households. The study was to explore predictors of symptoms of depression to better understand what child, family and life circumstances might be differently related to psychological stress in the cohorts of men and women. Hierarchical regression analysis showed similar levels of variance explained in depression of mothers (42%) and fathers (40%). Mothers with younger children, and fathers with male children, appeared to be at higher risk for depression. Personal and intra-psychic coping resources (self-esteem) and strong tie social support resources (spouse relationship) were found to be significant predictors of depression in both mothers and fathers.

Objectives:

1. To assess adjustment among Mothers of mentally challenged, autistic and cerebral palsy children.
2. To assess adjustment between below graduate and above graduate Mothers of disabled children.
3. To assess interaction effect between type of Mothers and education level of Mothers of disable children with regards to adjustment.

Hypothesis:

1. There will be no significant difference among Mothers of mentally challenged, autistic and cerebral palsy children with regards to adjustment.
2. There will be no significant difference between below graduate and above graduate Mothers of disabled children with regards to adjustment.
3. There will be no significant interaction effect between type of Mothers and educational level of Mothers of disable children with regards to adjustment.

SAMPLE:

In the present research 300 Mothers of disabled children were randomly selected from Preschool Training Department and Sharda School of B.M. Institute of Mental Health of Ahmedabad and various NGO of Ahmedabad and Gandhinagar district. Total sample was categorized such as 50 Below Graduate Mothers of Mentally Challenge Children, 50 Below Graduate Mothers of Autistic Children , 50 Below Graduate Mothers of cerebral palsy children, 50 above Graduate Mothers of Mentally Challenge Children, 50 above Graduate Mothers of Autistic Children and 50 above Graduate Mothers of cerebral palsy children.

Variables:

Types and nature of variable under study were as under:

Sr. No.	Name of Variable	Type of Variable	Level of Variables	Name of Variable
1	Types of Mothers	Independent variable	3	Mothers of mentally challenged children Mothers of autistic children Mothers of Cerebral Palsy Children
2	Educational Level	Independent variable	2	Under Graduate Mothers Above Graduate Mothers
4	Adjustment	Dependent variable	1	Scores of family adjustment

Tool:

Bell's Adjustment Inventory

• **Scoring**

Scoring of the inventory is most easy to convert the number of responses where the individual has encircled "yes" only. For each encircled "yes" responses, one score, thus, make total score of the individual in the part. The inventory is totally negative inventory, when an individual answers in "yes", it indicates his difficulties. If the answer is "No", it indicates that the individual has no such difficulties. If one answers in "?", his answer is neither affirmative nor negative towards difficulties. Therefore, only "Yes" responses are scored to measure adjustment difficulty.

• **Reliability**

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The adjustment inventory possesses high reliability. The reliability coefficients have been determined by split half and test re-test method. For split half, the correlation between odd and even items was calculated and corrected by the Spearman's Brown Formula.

The reliability coefficients are shown as:

Table

Reliability Coefficients of the Inventory of Bell's Adjustment Inventory

Method				
Split Half (r)	0.84	0.81	0.87	0.89
Test-Retest (r)	0.91	0.90	0.89	0.92

• Validity

The adjustment inventory was validated against K. Kumar's Adjustment Inventory. The two inventory scores yielded a positive correlation. This study was conducted on sample of 400 cases of four educational groups. Validity Coefficients are given in the following table:

Table

Area-Wise Validity Coefficients of the Inventory of Bell's Adjustment Inventory

SI. No.	Areas	Home	Health	Social	Emotional
1	Home	0.72			
2	Health		0.79		
3	Social			0.82	
4	Emotional				0.81

Procedure:

After establishing the rapport with selected Mothers of mentally challenged children, autistic children and cerebral palsy children respectively adjustment inventory was administered. Scoring of each tool was done by the scoring key of each tool.

Statistical Analysis:

To find out the main and interaction effect of two independent variables such as Types of Mothers and Education level of Mothers of disabled children on adjustment Two way Analysis of variance (3 x 2 ANOVA) was used.

Results and Discussion:

Table

Showing Results of ANOVA on Adjustment of Various Groups of Mothers

Source of Variation	Sum of Square	df	Mean sum of Square	F	Level of Sig.
A (Type of Mothers)	57743.42	2	28871.71	5.03	0.01
B (Education level)	454274.25	1	454274.25	79.15	0.01
A x B (Type of Mothers x Education Level)	293346.41	2	146673.20	25.56	0.01
Error	1687390.04	294	5739.42		
Tss	2492754.12	299			

In above table we can see the results of analysis of variance of Adjustment of various groups of Mothers. F ratio for Adjustment of Types of Mothers (Ass) is 5.03 which is significant at 0.01 level. It means Mothers of Mentally Challenge Children, Mothers of Autistic Children and Mothers of cerebral palsy children differ significantly on Adjustment. Same as table no. 4.70 shows the mean scores of Mothers of Mentally Challenge Children is 452.35, Mothers of Autistic Children is 421.16 and Mothers of cerebral palsy children is 425.07. It is

clearly indicates that significant difference exists among Mothers of Mentally Challenge Children, Mothers of Autistic Children and Mothers of cerebral palsy children on Adjustment. Mothers of Mentally Challenge Children have better Adjustment than Mothers of Autistic Children and Mothers of cerebral palsy children.

F ratio for Adjustment of various groups of Mothers. F ratio for Adjustment of Educational Level of Mothers (Bss) is 79.15 which is significant at 0.01 level. It means Mothers of Below Graduate and Mothers of Above Graduate differ significantly on Adjustment. The mean scores of Mothers of Below Graduate is 471.77, Mothers of Above Graduate is 393.95. It clearly indicates that significant difference exists between Mothers of Below Graduate and Mothers of Above Graduate on Adjustment. Mothers of Below Graduate have better Adjustment than Mothers of Above Graduate.

F ratio for Adjustment of Types of Mothers and Educational Level of Mothers (AxB) is 25.56 which is significant at 0.01 level. The mean scores of Mothers of Mentally Challenge Children Below Graduate is 530.22, Mothers of Mentally Challenge Children of Above Graduate is 374.48, Mothers of Autistic Children of Below Graduate is 458.72, Mothers of Autistic Children of Above Graduate is 383.60, Mothers of cerebral palsy children of Below Graduate is 426.38, Mothers of cerebral palsy children of Above Graduate is 423.76. It clearly indicates that significant interaction effect exists between Types of Mothers and Educational Level of Mothers on Adjustment. Mothers of Mentally Challenge Children Below Graduate have better Adjustment than remaining groups of Mothers.

Conclusions:

1. Significant difference is exists among Mothers of Mentally Challenge Children, Mothers of Autistic Children and Mothers of cerebral palsy children on Adjustment. Mothers of Mentally Challenge Children have better Adjustment than Mothers of Autistic Children and Mothers of cerebral palsy children.
2. Significant difference exists between Mothers of Below Graduate and Mothers of Above Graduate on Adjustment. Mothers of Below Graduate have better Adjustment than Mothers of Above Graduate.
3. Significant interaction effect exists between Types of Mothers and Educational Level of Mothers on Adjustment. Mothers of Mentally Challenge Children Below Graduate have better Adjustment than remaining groups of Mothers.

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