

PSYCHOLOGICAL WELLBEING AMONG MOTHERS OF DISABLED CHILDREN

DR. RUTU D. TRIVEDI

Behaviour Consultant & Counsellor, Ahmedabad

ABSTRACT : *The main purpose of the present research is to study Psychological Wellbeing among Mothers of Disabled Children. The main objectives of the present research were to study and compare psychological wellbeing among Mothers of mentally challenged, autistic and cerebral palsy children, to study and compare psychological wellbeing between below graduate and above graduate Mothers of disabled children and to study interaction effect between type of Mothers and education level of Mothers of disabled children in relation to psychological wellbeing. 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. In present research type of mothers and Educational Level of mothers were considered as Independent variable. Scores of Psychological Well being was considered as dependent variable. Psychological Well-being scale by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary 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 psychological well-being than Mothers of Autistic Children and Mothers of cerebral palsy children. Mothers of Above Graduate have better psychological well-being than Mothers of below graduate. Mothers of Mentally Challenge Children of Above Graduate have better psychological well-being than remaining groups of Mothers.*

Introduction:

Wellbeing addresses issues such as what is happiness and why some people are happy and others are not. Wellbeing has been repeatedly found to represent a central human value (Roysamb, 2006). Among many of the important aspects of life such as money, health, education, happiness and life satisfaction, people across different nations have found to value different aspects of wellbeing (Suh, Diener, Oishi, & Triandis, 1998; Diener, 2000).

Wellbeing includes the domains of cognitive functioning, behavioral functioning, physical health, and mental health. These domains comprise of positive thought processes, social engagement with one's community, and positive health behaviors such as restorative sleep and resistance training.

Wellbeing refers to a stable condition of coherence of personality that leads to a full range of positive emotions and no negative emotions regardless of external circumstances (Cloninger, 2004). It is a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community. It is enhanced when an individual is able to fulfill their personal and social goals and achieve a sense of purpose in society (Foresight Mental Capital and Wellbeing Project, 2008). Wellbeing is more than just the absence of an illness. It includes physical health and safety, social and emotional health, spiritual wellness and subjective sense of wellbeing. Mental health researchers consider the idea of wellbeing beyond the absence of symptoms of depression and distress to include the presence of happiness and life satisfaction (Diener, Oishi, & Lucas, 2003). This led to the development of the concept of subjective wellbeing.

Singhi, et al., (2000) found that Stress among the families with disabled children perceived greater financial stress, frequent disruption of family routine and leisure, poor social interaction, and ill effects on their physical and mental health as compared to families of control children and showed a significant inverse correlation with the socio-economic and educational status of parents. The neuroticism scores

Girimaji (1993) researched the family intervention in mental retardation and said home-based family care approach in mental retardation has gained world-wide recognition and lot of research focused in this area recently. Approaches to such family intervention include 1. Parent education, 2. Parent training, 3. Parent counseling, 4. Family social support networking and 5. Transactional intervention. Based on this research a family intervention model was developed at National Institute of Mental Health and Neuro Sciences in 1985. This model could be considered as great support to parents of children with mental handicap. The model has been evolved to meet the needs of sub-groups of families who needed intensive intervention for reasons such as

presence of high degree of stress and/or poor coping skills in the family following the birth of mentally retarded person. However, the model seems to offer comprehensive care as it has been tailored to suit the needs of individual child and family.

Mishra, Anindya Jayanta (2009) Life Satisfaction of Old Age Home Residents in India: A Study of Orissa20 studied at Ph.D. level and concluded that the major reasons for the Indian elderly to shift to old age homes are the interests of the elderly to spend their old age in sacred places, the migration of their children in search of employment opportunities, their maladjustment in family and weak financial condition. The feeling of satisfaction of the old age home residents forms an important dimension of study of elderly. The paper examines the lives of the residents of six old age homes in Orissa (a state in India) and probes the issue of life satisfaction of the residents. The study also attempts to understand the lives of the residents within the framework of two major theories in social gerontology, namely the disengagement theory and the activity theory. While disengagement theory deals with disengagement from societal and family roles, activity theory contends that engagement in various roles facilitates the elderly to adjust to the later years of their life. The study found that the residents were quite satisfied with the prevailing arrangement at the old age homes. Since a majority of them were very poor and had very low expectations, they were happy and satisfied with whatever they had got. Further, the residents not only believed in disengaging themselves from family roles but also most of them had withdrawn themselves from family responsibilities. At the same time, they re-engaged themselves in various activities in the old age homes which helped many of the residents maintain their physical and mental health.

Objectives:

1. To study and compare psychological wellbeing among Mothers of mentally challenged, autistic and cerebral palsy children.
2. To study and compare psychological wellbeing between below graduate and above graduate Mothers of disabled children.
3. To study and compare interaction effect between type of Mothers and education level of Mothers of disable children in relation to psychological wellbeing.

Hypothesis:

1. There will be no significant difference among Mothers of mentally challenged, autistic and cerebral palsy children in relation to psychological wellbeing.
2. There will be no significant difference between below graduate and above graduate Mothers of disabled children in relation to psychological wellbeing.
3. There will be no significant interaction effect between type of Mothers and education level of Mothers of disabled children in relation to psychological wellbeing.

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:

In present research type of mothers: Mothers of mentally challenged children, Mothers of autistic children, Mothers of Cerebral Palsy Children, and Educational Level of mothers: Under Graduate Mothers and Above Graduate were considered as Independent variable. Scores of Psychological Well being was considered as Dependent variable.

Tool:

In present research Psychological Well-being scale by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary was used for data collection.

Scoring:

The scale consists of fifty statements. All statements are of positive manner. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 mark to strongly disagree responses are assigned. The sum of marks is obtained for the entire scale. The higher the score more is the well-being.

Reliability:

The reliability of the scale was determined by (a) test-retest method and (b) internal consistency method. The test –retest reliability was 0.87 and the consistency value for the scale is 0.90.

Validity:

Besides face validity as all the items of the scale are concerned with the variable under focus, the scale has high content validity. The scale was validated against the external criteria and coefficient obtained was 0.94.

Procedure:

After establishing the rapport with selected Mothers of mentally challenged children, autistic children and cerebral palsy children respectively psychological well-being questioner 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 psychological well-being Two way Analysis of variance (3 x 2 ANOVA) was used.

Result and Discussion:

Table

Showing Results of ANOVA on over all psychological well-being of Various Groups of Mothers

Source of Variation	Sum of Square	df	Mean sum of Square	F	Level of Sig.
A (Type of Mothers)	22402.64	2	11201.32	20.52	0.01
B (Education level)	63075.00	1	63075.00	115.53	0.01
A x B (Type of Mothers x Education Level)	3403.52	2	1701.76	3.12	0.05
Error	160517.12	294	545.98		
Tss	249398.28	299			

In above Table we can see the results of ANOVA of Overall psychological well-being of various groups of Mothers. F ratio for Overall psychological well-being of Types of Mothers (Ass) is 20.52 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 Overall psychological well-being. The mean scores of Mothers of Mentally Challenge Children is 184.56, mean score of Mothers of Autistic Children is 173.50 and mean score of Mothers of cerebral palsy children is 163.40. It clearly indicates that significant difference exists among Mothers of Mentally Challenge Children, Mothers of Autistic Children and Mothers of cerebral palsy children on Overall psychological well-being. Mothers of Mentally Challenge Children have better Overall psychological well-being than Mothers of Autistic Children and Mothers of cerebral palsy children.

F ratio for Overall psychological well-being of Educational Level of Mothers (Bss) is 115.53 which is significant at .01 level. It means Mothers of Below Graduate and Mothers of Above Graduate differ significantly on Overall psychological well-being. The mean scores of Mothers of Below Graduate is 159.32, Mothers of Above Graduate is 188.32. It clearly indicates that significant difference exists between Mothers of Below Graduate, Mothers of Above Graduate on Overall psychological well-being. Mothers of Above Graduate have better Overall psychological well-being than Mothers of Below Graduate.

F ratio for Overall psychological well-being of Types of Mothers and Educational Level of Mothers of Mentally Challenge Children (AxB) is 3.12 which is significant at 0.05 level. The mean scores of Mothers of Mentally Challenge Children Below Graduate is 165.82, Mothers of Mentally Challenge Children of Above Graduate is 203.30, Mothers of Autistic Children of Below Graduate is 163.00, Mothers of Autistic Children of Above Graduate is 184.00, Mothers of cerebral palsy children of Below Graduate is 149.14, Mothers of cerebral palsy children of Above Graduate is 177.66. It clearly indicates that significant interaction effect exists between types of Mothers and Educational Level of Mothers. Mothers of Mentally Challenge Children of Above Graduate have better Overall psychological well-being than reaming groups of Mothers.

Conclusions:

1. Significant difference exists among Mothers of Mentally Challenge Children, Mothers of Autistic Children and Mothers of cerebral palsy children on Overall psychological well-being. Mothers of Mentally Challenge Children have better Overall psychological well-being than Mothers of Autistic Children and Mothers of cerebral palsy children.
2. Significant difference exists between Educational Level of Mothers. Mothers of Above Graduate have better Overall psychological well-being than Mothers of below graduate.
3. Significant interaction effect exists between type of Mothers and Educational Level of Mothers. Mothers of Mentally Challenge Children of Above Graduate have better Overall psychological well-being than reaming groups of Mothers.

References:

- 01 Roysamb, E. (2006). Personality and wellbeing. In M. E. Vollrath (Ed.), Handbook of personality and health. Sussex: John & Wiley Sons Ltd.
- 02 Diener, E., Gohm, C., Suh, E., & Oishi, S. (2000). Similarity of the relations between marital status and subjective well-being across cultures. *Journal of Cross-Cultural Psychology*, 31, 419–436.
- 03 Cloninger, C. R. (2004). *Feeling good: The science of well-being*. Oxford: Oxford University Press.
- 04 Diener, E. & Lucas, R. E. (1999). Personality and subjective well-being. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Wellbeing: The foundations of hedonic psychology* (pp. 213-239). New York.
- 05 Singhi, P. D., Goyal, L., Pershad, D., Singhi, S., & Walia, B. N. (2000). Psychosocial problems in families of disabled children, *British Journal of Medical Psychology*, 63(2),173-182.
- 06 Girimaji, R.S.C. (1993). Family intervention in mental retardation – An overview. *National Institute Mental Health and Neurological Science Journal*, 11(1) Jan. 21-26.
- 07 Mishra, Anindya Jayanta (2009)- “Life Satisfaction of Old Age Home Residents in India: A Study of Orissa.