

Research Paper

Psychological well-being among Parents of Intellectually and Physically Challenged Children

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ABSTRACT

The present study aimed to know the psychological well-being among parents of intellectually and physically challenged children. It also aimed to check psychological well-being with reference to types of parents and level of education. The psychological well-being scale was developed by Dr. Devendrasingh Sisodia and Ms. Pooja Chaudhary (2012). The sample constituted total 160 parents of challenged children out of which 80 from types of parents (40 were parents of intellectually challenged and 40 were of physically challenged children) and 80 from level of education (10th to 12th and post graduated). The data was collected from special schools, NGO's from Ahmedabad city. The data was scored, analysed as per the manual of psychological well-being scale. 't' test was calculated for analysed to data. The result found that there is significance difference between the mean score of psychological well-being among intellectually and physically challenged children., there is there is significance difference between the mean score of psychological well-being among level of education.

Keywords: *Psychological Well-Being, Parents, Intellectual Disability, Physical Disability.*

All things considered, PWB has two essential features. The first of these alludes to the degree to which individuals encounter positive feelings and sentiments of bliss. Now and again this part of PWB is alluded to as abstract prosperity (Diener, 2000). Abstract prosperity is an essential piece of by and large PWB however all alone it isn't sufficient. To perceive any reason why this is thus, envision being some place that you truly appreciate, maybe sitting on a yacht in the daylight, with your most loved sustenance and drink and some great organization – or alone if that is the manner by which you'd incline toward it! For a great many people that would be exceptionally agreeable, for up to 14 days yet envision doing it not only for seven days but rather until the end of time! There are not very many individuals who might find that prospect pleasant. The familiar axiom might be valid; you can have excessively of something worth being thankful for. What this precedent brings home is that

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to truly feel great we have to encounter reason and significance, notwithstanding positive feelings mental prosperity. This brain science asset is a "stub". ... As indicated by Pavot and Diener (1993), mental prosperity alludes to the abstract understanding of two parts of one's mental experience: Emotional or full of feeling knowledge (i.e., positive and negative effect). Along these lines, the two basic fixings in PWB are the enthusiastic perky notions facilitated by something we acknowledge AND the tendency that what we are doing with our lives makes them mean and reason. The articulation "Hedonic" thriving is ordinarily used to suggest the dynamic estimations of delight and, the less extraordinary term, "Eudaimonic" success is used to imply the purposeful piece of PWB. The advisor Carol Ryff has developed a sensible model that isolates Eudaimonic flourishing into six key parts.

Bringing up a tyke who is simple-minded requires enthusiastic quality and adaptability. The youngster has unique needs notwithstanding the customary needs all things considered, and guardians can end up overpowered by different therapeutic, providing care and instructive duties. Regardless of whether the uncommon needs of the tyke are insignificant or complex, the guardians are definitely influenced. Support from family, companions, the network or paid guardians is basic to keeping up balance in the home.

Scholarly inability (ID), otherwise called general learning disability, and mental hindrance (MR), is a summed up neurodevelopmental clutter described by altogether hindered scholarly and versatile working. It is characterized by an IQ under 70 notwithstanding shortfalls in at least two versatile practices that influence ordinary, general living.

Once centered for the most part around cognizance, the definition currently incorporates both a segment identifying with mental working and one identifying with people's useful aptitudes in their surroundings. Because of this attention on the individual's capacities by and by, a man with a curiously low IQ may not be considered to have mentally inability.

Scholarly inability is subdivided into syndromic scholarly incapacity, in which scholarly shortages related with other restorative and social signs and side effects are available, and non-syndromic scholarly handicap, in which scholarly deficiencies show up without different variations from the norm. Down disorder and delicate X disorder are precedents of syndromic scholarly incapacities.

A physical incapacity is an impediment of a physical part of a man. The impediment could incorporate the physical working, stamina, portability, or finesse of the individual. The external physical constraints are by all account not the only types of a physical inability. The constraints put on day by day living can likewise be caused by deafness, visual deficiency, respiratory disarranges, and epilepsy.

There are three distinct causes or ways a man can secure a physical incapacity.

1. Pre-birth physical incapacities are caused by, or are ascribes to, hereditary qualities or by an embryonic or fetal advancement mischances. This sort of physical handicap can

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likewise be caused by ailments or substances the mother was presented to while pregnant. Pre-birth physical disabilities happen while the infant is being produced before birth.

2. Perinatal physical handicaps happen fourteen days before the infant is conceived and up to about a month after its introduction to the world. Once in a while this sort of inability is caused by mischances or hereditary qualities. Different causes can be from abuse of forceps amid birth, delayed absence of oxygen previously or amid birth, respiratory tract hindrance, or being conceived too soon.

METHODOLOGY

Objectives:

The objectives are :

1. To know whether psychological well-being is more among types of parents.
2. To know whether there is any difference in the psychological well-being among level of educational level. (10th to 12th and post graduate).

Hypothesis:

1. There is no significant difference between the mean score of psychological well-being among parents of intellectually and physically challenged.
2. There is no significant difference between the mean score of psychological well-being among educational level of parents 10th to 12th and post graduate.

Sample:

The sample of the present study constituted total 160 parents of challenged children out of which 80 from types of parents (40 were parents of intellectually challenged and 40 were of physically challenged children) and 80 from level of education (10th to 12th and post graduated).

Research design:

The total sample of 160 parents of intellectually and physically challenged children equally distributed between types of parents and level of education from Ahmedabad city.

| Level of education | Types of parents | | Total |
|--------------------------------------|---------------------------|-----------------------|-------|
| | Parents of intellectually | Parents of physically | |
| 10 th to 12 th | 40 | 40 | 80 |
| Post graduated | 40 | 40 | 80 |
| Total | 80 | 80 | 160 |

Variables:

Independent variable:

1. Types of parents (parents of intellectually and physically challenged)
2. Level of education (10th to 12th and post graduate)

Dependent variable:

Psychological well-being

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Tool:

The scale was developed by Dr. Devendra Singh Sisodia and Ms. Pooja choudhary (2012). This scale was developed by likert technique. Suggestions were invited from the experts from different field such as psychology, sociology, human development, family relations and psychiatry. The final form of scale was thus prepared comprising of 50 statements with a view to measure several aspects of well being like Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. The test-retest reliability was 0.87 and the consistency value for the scale is 0.90. The scale was validated against the external criteria and coefficient obtained was 0.94.

Procedure:

for data collection of research from the supervisor, after that for the data collection, the researcher was find out some various types of special schools, NGO and centres which is working for special children in some major cities like Ahmedabad city of Gujarat state. Scored as pre the manual and analysed. The statistical method 't' test was calculated.

RESULT AND DISCUSSION

Table: 1 showing mean, SD, and 't' value of psychological well-being for parents of intellectually and physically challenged children.

| Group | N | Mean | SD | 't' value | Table value | Sig. |
|---------------------------|----|-------|------|-----------|-------------|------|
| Parents of intellectually | 80 | 33.96 | 6.97 | 3.68 | 2.58 | 0.01 |
| Parents of physically | 80 | 36.31 | 6.66 | | | |

As can be seen from table no.1 that the mean score of psychological well-being of parents of intellectually challenged is 33.96 and SD is 6.97. when the mean score of parents of physically challenged is 36.31 and SD is 6.66. The 't' value is found to be 3.68. which is significant at the level of 0.01. Hence the Ho1: "There is no significant difference between the mean score of psychological well-being among parents of intellectually and physically challenged." is rejected. It indicates that there is significant difference in the mean score. Here, is the parents of physically challenged have better psychological well-being than the parents of intellectually challenged children.

Table: 2 showing mean, SD, and 't' value of psychological well-being among educational level of parents 10th to 12th and post graduate.

| Group | N | Mean | SD | 't' value | Table value | Sig. |
|--------------------------------------|----|-------|------|-----------|-------------|------|
| 10 th to 12 th | 80 | 33.82 | 7.47 | 2.09 | 1.96 | 0.05 |
| Post-graduate | 80 | 35.23 | 6.78 | | | |

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As can be seen from table no.2 that the mean score of psychological well-being of parents of 10th to 12th were 33.82 and SD is 7.47. when the mean score of parents of post-graduate were 35.23 and SD is 6.78. The 't' value is found to be 2.09, which is significant at the level of 0.05. Hence the Ho2: "There is no significant difference between the mean score of psychological well-being among educational level of parents 10th to 12th and post graduate." is rejected. It indicates that there is significant difference in the mean score. Here, the parents of post-graduate have better psychological well-being than the parents of 10th to 12th.

The above result shows that, the parents of physically challenged have better psychological well-being than the parents of intellectually challenged children. And the parents of post-graduate have better psychological well-being than the parents of 10th to 12th. Behind this the reason can be said that parents of intellectually challenged children are more facing challenging life style, feelings of quit, stress, educational challenged and exhaustion are major factors that bring an extra dynamic interaction to the family of intellectually challenged children. Also more educated parents have better psychological well-being because of they are aware about disabilities, therapies and benefits by government so they feel relaxation about it they are able to handle to children and their self too due to more education.

CONCLUSION

There is significant difference between the mean score of psychological well-being among parents of intellectually and physically challenged. Parents of physically challenged have better psychological well-being than the parents of intellectually challenged children. The second is, There is significant difference between the mean score of psychological well-being among educational level of parents 10th to 12th and post graduate. the parents of post-graduate have better psychological well-being than the parents of 10th to 12th.

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Conflict of Interest

There is no conflict of interest.

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