EFFECT OF GUIDANCE ON PSYCHOLOGICAL VARIABLES OF MOTHERS FOR COPING WITH INTELLECTUAL DISABILITY AND ITS IMPLICATION ON BEHAVIOURAL PROBLEMS OF THEIR CHILDREN

SUMMARY

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NISHA SINGH

DEPARTMENT OF EDUCATION PANJAB UNIVERSITY CHANDIGARH
SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 SUMMARY

Intellectual disability is generally a life-long condition and is characterized by significant limitations, both in intellectual functioning and in adaptive behaviour, which covers a range of everyday social and practical skills. Children with intellectual disability need the same kind of love and support as other children; however caring for a disabled child requires additional care, patience and home modifications. For most children with disabilities, their disability is not a fixed condition, but is changeable over time and with circumstances and offered care.

The birth of a disabled child is a traumatic and shattering event for parents. These parents can never fully prepare themselves for the news that their child is different. Whether the diagnosis of a disability is shortly after birth or later on in life, parents’ dreams and expectations suddenly get changed. These parents experience chronic sorrow which affects their reaction to disabled child and influence their overall coping ability and feeling of well being.

The parents having an intellectually disabled child experience a range of powerful emotions in response to a diagnosis of intellectual disability, including denial, shock, anger, guilt, embarrassment, depression, withdrawal, ambivalence, disillusionment and fear etc. These parents confront challenges and bear burdens unknown to other parents. The presence of intellectually disabled children also has an adverse effect on the lives, feelings, thoughts and the behaviour of parents, especially on mothers as they are primary caregivers. The exhausting nature of constant care, urgent and compelling need for guidance, disruptive daily routines, guilt, parenting distress, the worries about the well being of other normal children, disruptive family and social relationships, uncertainty about their disabled child’s abilities, worries about future of disabled child, lack of proper resources and the multitude of questions involving the fair distribution of time, persistent financial concerns etc., are the challenges that mothers have to face due to intellectual disability of their children. Another major challenge faced by the mothers is behavioural
problems of their intellectually disabled children, which are relatively high in these children as compared to normal children. Researchers suggest that these behavioural problems are more stressful for caregiver than the core features of the intellectual disability itself, as it negatively affect all the areas of development of the disabled children as well as their families, interfere with daily therapeutic programming, socialization, learning opportunities, etc. In meeting the needs of the child, the mother loses sight of her own needs and ignores changes in her emotional and physical health.

These mothers make use of different coping strategies to deal with problems arising due to intellectual disability of the children. The coping strategies used by the mothers depend upon a variety of family, environmental and individual factors such as their interpretation of the stress, personality characteristics of the family members, educational level, problem-solving skills, spirituality, strong marital relationship the family’s resources and structure, professional and social support and availability of appropriate guidance etc.

The nurturing an intellectually disabled child is very complex and challenging task for mothers. Therefore, these mothers of children with disabilities need a great deal of additional support from society, professionals, friends and other family members to find the happiness that compensate for the frustrations and inconvenience of having a disabled child. However, locating appropriate services for the child is also a source of stress. The constant change in medical treatment, adaptive technology and equipment, the structure of the family and high prevalence of behavioural problems in intellectually disabled children makes it imperative that professionals shall stay updated on needs of these mothers so that to help them cope the situation and begin making accommodations for the child in their family. Thus, guidance to the mothers of intellectually disabled children can facilitate their coping and parental acceptance of the disabled child, which further has implication on management of behavioural problems and development of the child in many ways.

Need and Emergence of the Study
The majority of the parents of intellectually disabled children take care of their disabled child across their lifespan, which can prove to be extremely challenging for the parents. Therefore the effect of having a child with disability on each parent needs to be fully understood to facilitate functional treatment planning. There is a growing recognition that interventions are needed for the broader family system as opposed to narrowly focusing interventions on the child. As a result, recent treatment trends are shifting the focus of intervention from the child with the disability to the entire family system.

Also earlier researches were focused on the conditions of intellectually disabled children and their families, but now researchers’ attention has begun to shift from looking at the difficulties and problems faced by caregivers of intellectually disabled children, towards focusing on finding solutions of their problems, family strengths, successful adaptive functioning and their coping behaviours etc. Moreover, a constructive way to look at intellectual disability is to define it in terms of the support needs of the people. This approach does not view intellectual disability as an unchangeable characteristic of the individual but sees the effect of the disability as something that vary with external factors, especially, with the coping behaviour of parents. So, guidance for coping with intellectual disability of their children may help the mothers to cope efficiently with the challenges and problems associated with intellectual disability of their children. Lack of sufficient literature relating to the effects of guidance to mothers for coping with intellectual disability of their children, needs to be looked at more intimately.

Thus, keeping in view the prevailing conditions, the investigator felt sensitive towards the fact that the families of children having intellectual disability feel themselves neglected in social environment and they need appropriate support and guidance for efficient coping with the intellectual disability of their child, that further can help them to lead a normal and healthy life. Furthermore, this study will be helpful to the counsellors, teachers, psychologists, psychiatrists, caregivers, trainers and therapists to formulate an effective conditioning program for rehabilitation of mothers of intellectually disabled children.
STATEMENT OF THE PROBLEM

EFFECT OF GUIDANCE ON PSYCHOLOGICAL VARIABLES OF MOTHERS FOR COPING WITH INTELLECTUAL DISABILITY AND ITS IMPLICATION ON BEHAVIOURAL PROBLEMS OF THEIR CHILDREN

OPERATIONAL DEFINITIONS

Following are the operational definitions of key terms of the study

Effect: Effect means a change occurring due to direct results of action by someone or something else

Guidance: Guidance is an assistance given to an individual or a group for understanding and utilization his/their potentialities for better adjustment in life

Psychological variables: Psychological variables are those factors which are used to describe the psychological complexities of an individual

Frustration: Frustration is a negative condition that comes to existence when wants, wishes and desires of an individual get thwarted or interrupted

Alienation: Alienation refers to a psychological state in which an individual feels relatively powerless, meaningless, dissatisfied and socially isolated; and develops a sense of loss of relationship with others

Feeling of Well Being: It refers to a state in which an individual feels happy, healthy, satisfied with life and is able to function efficiently

Emotional Intelligence: Emotional intelligence is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, overcome challenges and diffuse conflict.

Coping: Coping refers to the specific efforts, both behavioural and cognitive, that an individual employ to master, tolerate, reduce, minimize and adjust stressful events
Intellectual disability: Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour, which covers a range of everyday social and practical skills.

Implication: Implication refers to a relationship between two propositions in which the second is a logical consequence of the first.

Behavioural Problems: Behavioural problem refers to deviant behaviour of a child which does not conform to the expectations of the society and is considered detrimental to welfare of self, family and society.

Objectives of the Study

The study was conducted keeping in mind the attainment of the following objectives:

1. To examine the effect of treatment of guidance on mothers for coping with intellectual disability of their children.

2. To examine the effect of treatment of guidance on psychological variable of frustration of mothers for coping with intellectual disability of their children.

3. To examine the effect of treatment of guidance on psychological variable of alienation of mothers for coping with intellectual disability of their children.

4. To examine the effect of treatment of guidance on psychological variable of feeling of well being of mothers for coping with intellectual disability of their children.

5. To examine the effect of treatment of guidance on psychological variable of emotional intelligence of mothers for coping with intellectual disability of their children.

6. To examine the effect of treatment of guidance given to mothers for coping with intellectual disability on behavioural problems of their intellectually disabled children.
7. To examine the long term effect after termination of treatment of guidance on mothers for coping with intellectual disability of their children.

8. To examine the long term effect after termination of treatment of guidance on psychological variable of frustration of mothers for coping with intellectual disability of their children.

9. To examine the long term effect after termination of treatment of guidance on psychological variable of alienation of mothers for coping with intellectual disability of their children.

10. To examine the long term effect after termination of treatment of guidance on psychological variable of feeling of well being of mothers for coping with intellectual disability of their children.

11. To examine the long term effect after termination of treatment of guidance on psychological variable of emotional intelligence of mothers for coping with intellectual disability of their children.

12. To examine the long term effect of treatment of guidance given to mothers for coping with intellectual disability on behavioural problems of their intellectually disabled children.

**Hypotheses of the Study**

After the review of literature, following hypotheses were formulated:

1. There will be no effect of treatment of guidance on mothers for coping with intellectual disability of their children.

2. There will be no effect of treatment of guidance on psychological variable of frustration of mothers for coping with intellectual disability of their children.

3. There will be no effect of treatment of guidance on psychological variable of alienation of mothers for coping with intellectual disability of their children.
4. There will be no effect of treatment of guidance on psychological variable of feeling of well being of mothers for coping with intellectual disability of their children.

5. There will be no effect of treatment of guidance on psychological variable of emotional intelligence of mothers for coping with intellectual disability of their children.

6. There will be no effect of treatment of guidance given to mothers for coping with intellectual disability on behavioural problems of their intellectually disabled children.

7. There will be no long term effect after termination of treatment of guidance on mothers for coping with intellectual disability of their children.

8. There will be no long term effect after termination of treatment of guidance on psychological variable of frustration of mothers for coping with intellectual disability of their children.

9. There will be no long term effect after termination of treatment of guidance on psychological variable of alienation of mothers for coping with intellectual disability of their children.

10. There will be no long term effect after termination of treatment of guidance on psychological variable of feeling of well being of mothers for coping with intellectual disability of their children.

11. There will be no long term effect after termination of treatment of guidance on psychological variable of emotional intelligence of mothers for coping with intellectual disability of their children.

12. There will be no long term effect after termination of treatment of guidance given to mothers for coping with intellectual disability on behavioural problems of their intellectually disabled children.
Delimitations of the Study

- The study was delimited to only fifty mothers of intellectually disabled children (mother whose child was diagnosed to be suffering from mild intellectual disability IQ 50-69 and whose child’s age ranged from 6-14 years) living in and around Chandigarh.

- The treatment included group guidance to mothers for coping with intellectual disability of their children.

- The study was delimited to measurement of only selected psychological variable of mothers of intellectually disabled children and only selected behavioural problems of intellectually disabled children; they were measured by selected tools.

- The terms mentally retarded, mentally challenged, mentally handicapped, intellectually disabled, developmental delay are synonyms but nowadays, intellectual disability is the preferred term and was used. Other synonymous terms were also used as most of related literature was available using the same terms.

- The behaviour problems of their children meant behaviour problems of intellectually disabled children only.

Design of the Study

Pre test–Post test Control group design was followed. The design for this experimental study consisted of two groups i.e. Experimental group and Control group. Both the groups comprised of mothers of intellectually disabled children living in and around Chandigarh. Mothers of experimental group were given the treatment of guidance for coping with intellectual disability of their children whereas mothers of control group were not given any treatment. The post experiment and long-term effects of the treatment of guidance on selected psychological variables of mothers for coping with intellectual disability of their children and implication of the treatment of guidance given to mothers for coping with intellectual disability on behavioural problems of their children were examined.
Sample of the Study

The purposive sampling technique was used for identification and selection of the sample. The criteria for identification of mothers of intellectually disabled children depended upon availability, cooperation and time of the subjects. A total of fifty mothers of intellectually disabled children living in and around Chandigarh were identified as sample. The allotment of subjects to groups was done randomly and each group comprised of 25 subjects.

Experimental Group: One group of twenty five mothers of intellectually disabled children served as the experimental group. The treatment of guidance was given to these mothers of intellectually disabled children of experimental group.

Control Group: Other group of twenty five mothers of intellectually disabled children served as the control group. No treatment was given to these mothers of intellectually disabled children of the control group.

The criteria for inclusion and exclusion were as follows:

Inclusion Criteria:

- A mother whose child was diagnosed as intellectually disabled on the basis of diagnosis of physician and psychologist.
- A mother whose child was diagnosed to be suffering from mild (I.Q 50-69) intellectual disability.

Exclusion Criteria

- A mother whose intellectually disabled child was associated with physical handicap.
- A mother of intellectually disabled child who did not agree to cooperate and take guidance
- A mother who is a single parent
- A mother who herself is intellectually disabled.
Selection of Variables for the Study

Keeping in view the significance of study, variables namely frustration, alienation, feeling of well being, emotional Intelligence of mothers of intellectually disabled children and variable of behavioural problems of intellectually disabled children were selected. In the present study, treatment of guidance for coping with intellectual disability of their children was treated as independent variable and variables namely Frustration, Alienation, Feeling of Well Being, Emotional Intelligence of mothers and Behavioural Problems variable of intellectually disabled children were kept as dependent variable.

Tools Used in the Study

Following tools were used for data collection:

- Coping Strategies Scale (2001) by Srivastava was used to assess the coping efficiency of the mothers of intellectually disabled children
- Measurement of Frustration by Chauhan and Tiwari (1999) was used to measure the frustration of mothers of intellectually disabled children
- Alienation Scale by Ojha (2010) was used to measure the alienation of mothers of intellectually disabled children
- PGI General Well Being by Verma and Verma (1989) was used to measure the feeling of well being of mothers of intellectually disabled children
- Emotional Intelligence by Hyde, Pethe and Dhar (2002) was used to measure the emotional intelligence of mothers of intellectually disabled children
- The Problem Behaviour Scale by Peshawaria and Venkatesan (1992) dually revised and adapted by Chawla (2008) was used to measure the behavioural problems of intellectually disabled children
Procedure for Data Collection

The procedure for data collection included the following:

Pre-test

After collecting the basic information about the subjects, the selected tools of the study were administered on subjects of both the experimental and control groups for measurement of coping, frustration, alienation, feeling of well being, emotional intelligence of mothers and behavioural problems of their intellectually disabled children. Scoring was done and Pre-test scores for all the variables were collected for further analysis.

Treatment

The treatment of guidance for coping with intellectual disability was given to the mothers of experimental group only. The mothers of experimental group assembled in small groups and the guidance sessions (for 40-45 minutes each) for coping with intellectual disability of their children, were held by the investigator herself. The treatment was given only for six months (four times a month). The guidance schedule used for providing guidance to mothers for coping with intellectual disability has been presented in the Chapter III.

After making the mothers aware of program plan and discussion of the same, the investigator and the mother agreed on the outcome goals of facilitating behaviour change for coping with intellectual disability of their children. Major steps of guidance (i.e., arrangement of physical setup to initiate guidance, explanation for the underlying purpose, rapport formation, dissemination of the basic rules, procuring related ways of coping with intellectual disability, look out for effective ways adopted for coping with disability, assisting for plan of action for coping with intellectual disability and initiating goals for guidance, facilitating assertion, evaluating development and recycling the process, arranging for next contact, terminating contact) were followed as per the schedule designed. Accordingly, guidance tips were given to the mothers for stimulating determination to improve their coping efficiency. Finally, the contact was terminated tenderly by thanking the mothers for their active
participation, cooperation and sparing time from their busy schedule and was also extended warm wishes for a happy and prosperous future for them and their families.

**Post-test**

Post-test was administered at following two stages

**Post-test I**

Treatment of guidance for coping with intellectual disability of their children was given to the mothers of experimental group for six months and after the termination of this treatment, selected tools were administered on the mothers of both experimental and control groups. Scoring was done and these Post-test I scores were further analyzed to examine the effect of the treatment of guidance given to mothers for coping with intellectual disability of their children.

**Post-test II**

After three months of termination of treatment of guidance, selected tools were again administered on the mothers of both experimental and control groups. Scoring was done and these Post-test II scores were further analyzed to examine the long term effects of the treatment of guidance given to mothers for coping with intellectual disability of their children.

**Collection of Data**

The data was collected at three stages i.e. Pre-test stage, Post-test I stage and Post-test II stage by strictly following the design and procedure of the experimental study. The data consisted of:

- Pre-test, Post-test I and Post-test II scores of coping of mothers of intellectually disabled children of experimental group.

- Pre-test, Post-test I and Post-test II scores of coping of mothers of intellectually disabled children of control group.
• Pre-test, Post-test I and Post-test II scores for selected psychological variables of mothers of intellectually disabled children of experimental group.

• Pre-test, Post-test I and Post-test II scores for selected psychological variables of mothers of intellectually disabled children of control group.

• Pre-test, Post-test I and Post-test II scores for behavioural problems of intellectually disabled children of mothers of experimental group.

• Pre-test, Post-test I and Post-test II scores for behavioural problems of intellectually disabled children of mothers of control group.

**Statistical Technique Used for Analysis of Results**

After the collection of data, scoring was done. Scores were processed statistically for interpretations and testing the hypotheses by using SPSS (Statistical Package for Social Sciences). Descriptive statistics such as mean, median, Standard deviation, skewness, kurtosis and mean gains were worked out to study the general nature of the scores pertaining to coping, frustration, alienation, feeling of well being, emotional Intelligence variables of mothers and behaviour problems, variable of their intellectually disabled children. To ascertain the significance of difference between means of Pre-test, Post-test I, Post-test II scores pertaining to coping, frustration, alienation, feeling of well being, emotional Intelligence of mothers and behaviour problems of intellectually disabled children of experimental and control groups, independent groups t-test was applied and to test the significance of obtained t-values, levels of significance were established at 0.05 and 0.01 levels. As the two groups were not equated initially, therefore sophisticated statistical approach, one way analysis of covariance (ANCOVA) was applied to neutralize the initial differences and to examine the effect of treatment of guidance. The product moment correlation was also applied to study the correlation between coping of mothers and behaviour problems of their intellectually disabled children. Thus, t-test and one way ANCOVA were used to examine the effect of treatment of guidance given to mothers for coping
with intellectual disability of their children on selected psychological variables of mothers and the product moment correlation was calculated to observe the implication of treatment of guidance given to mothers for coping with intellectual disability on behaviour problems of their intellectually disabled children. Data was also suitably illustrated with help of frequency polygons and bar graphs. After completing the statistical computation, the results were interpreted, conclusions were drawn and suggestions were extended.

**Analysis and Interpretations of Results**

The obtained results were analyzed and interpreted on the basis of descriptive and inferential statistics and have been briefly presented as under:

**Results and Interpretation Based on Descriptive Statistics**

Frequency distribution, mean, median, standard deviation, skewness, kurtosis, mean gains were worked out for experimental and control groups for variables coping, frustration, alienation, feeling of well being, emotional intelligence of mothers and variable of behavioural problems of their intellectually disabled children. The Mean Gain I and Mean Gain II scores for each selected variable are summarized in the following pages.

**Coping:** The Mean Gain I scores of Coping of mothers of intellectual disabled children for experimental and control groups were 15.88 and 0.80 respectively whereas the Mean Gain II scores of Coping of mothers of intellectual disabled children for experimental and control groups were 10.32 and 1.52 respectively.

**Frustration:** The Mean Gain I scores of Frustration of mothers of intellectual disabled children for experimental and control groups were -19.24 and -0.60 respectively whereas the Mean Gain II scores of Frustration of mothers of intellectual disabled children for experimental and control groups were -17.48 and -0.20 respectively.
Alienation: The Mean Gain I scores of Alienation of mothers of intellectual disabled children for experimental and control groups were -11.40 and 0.32 respectively whereas the Mean Gain II scores of Alienation of mothers of intellectual disabled children for experimental and control groups were -9.84 and 0.48 respectively.

Feeling of Well Being: The Mean Gain I scores of Feeling of Well Being of mothers of intellectual disabled children for experimental and control groups were 4.08 and 0.08 respectively whereas the Mean Gain II score of Feeling of Well Being of mothers of intellectual disabled children for experimental and control groups were 3.12 and 0.36 respectively.

Emotional Intelligence: The Mean Gain I scores of Emotional Intelligence of mothers of intellectual disabled children for experimental and control groups were 8.60 and 0.80 respectively. The Mean Gain II scores of Emotional Intelligence of mothers of intellectual disabled children for experimental and control groups were 8.16 and 1.36 respectively.

Behaviour Problems: The Mean Gain I scores of Behaviour Problems of intellectual disabled children for experimental and control groups were 4.72 and -0.20 respectively. The Mean Gain II scores of Behaviour Problems of intellectual disabled children for experimental and control groups were 2.88 and -1.00 respectively.

Results and Interpretation Based on Inferential Statistics Applied on Scores of Experimental and Control Groups

To ascertain the significance of difference between means of coping, frustration, alienation, feeling of well being, emotional Intelligence scores of mothers and behavioural problems scores of intellectually disabled children of experimental and control groups at Pre-test, Post-test I, Post-test II stages, independent groups t-test was applied and obtained results are briefly presented below:
Results and Interpretation Based on t-Test Applied on Mean of Pre-Test Scores of Experimental and Control Groups

Coping: It was observed that obtained t-value (0.41) was not significant. It indicated that mean scores of coping of mothers of intellectually disabled children of experimental and control groups did not differ significantly at Pre-test stage and only non significant difference was observed between the two groups of mothers at Pre-test stage with respect to coping.

Frustration: It was observed that obtained t-value (0.56) was not significant. It indicated that mean scores of frustration of mothers of intellectually disabled children of experimental and control groups did not differ significantly at Pre-test stage and only non significant difference was observed between the two groups of mothers at Pre-test stage with respect to frustration.

Alienation: It was observed that obtained t-value (0.45) was not significant. It indicated that mean scores of alienation of mothers of intellectually disabled children of experimental and control groups did not differ significantly at Pre-test stage and only non significant difference was observed between the two groups of mothers at Pre-test stage with respect to alienation.

Feeling of Well Being: It was observed that obtained t-value (1.42) was not significant. It indicated that mean scores of feeling of well being of mothers of intellectually disabled children of experimental and control groups did not differ significantly at Pre-test stage and only non significant difference was observed between the two groups of mothers at Pre-test stage with respect to feeling of Well Being.

Emotional Intelligence: It was observed that obtained t-value (2.23) was significant at 0.05 level. It indicated that mean scores of emotional intelligence of mothers of intellectually disabled children of experimental and control groups differed significantly at Pre-test stage and significant difference was observed between the two groups of mothers at Pre-test stage with respect to emotional intelligence.
Behaviour Problems: It was observed that obtained t-value (0.18) was not significant. It indicated that mean scores of behavioural problems of intellectually disabled children of mothers of experimental and control groups did not differ significantly at Pre-test stage and only marginal difference was observed between the two groups of intellectually disabled children at Pre-test stage with respect to behavioural problems.

It was interpreted from above results that only non significant difference exist between the experimental and control groups with respect to Coping, Frustration, Alienation, and Feeling of Well Being and behaviour problems. However, significant difference was observed between experimental and control group with respect to emotional intelligence of mothers of intellectually disabled children. These results supported the fact that the groups were not equated ones and helped the investigator to select the statistical technique for further analysis.

Results and Interpretation Based on t-Test Applied on Means of Post-Test I Scores of Experimental and Control Groups

Coping: It was observed that obtained t-value (3.75) was significant at 0.01 level. It indicated that mean scores of coping of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test I stage. Thus after the treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between mothers of experimental and control groups with respect to coping.

Frustration: It was observed that obtained t-value (8.24) was significant at 0.01 level. It indicated that mean scores of frustration of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test I stage. Thus after the treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between mothers of experimental and control groups with respect to frustration.

Alienation: It was observed that obtained t-value (4.48) was significant at 0.01 level. It indicated that mean scores of alienation of mothers of intellectually
disabled children of experimental and control groups differ significantly at Post-test I stage. Thus after the treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between mothers of experimental and control groups with respect to alienation.

Feeling of Well Being: It was observed that obtained t-value (7.05) was significant at 0.01 level. It indicated that mean scores of feeling of well being of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test I stage. Thus after the treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between mothers of experimental and control groups with respect to feeling of well being.

Emotional Intelligence: It was observed that obtained t-value (8.13) was significant at 0.01 level. It indicated that mean scores of emotional intelligence of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test I stage. Thus after the treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between mothers of experimental and control groups with respect to emotional intelligence.

Behaviour Problems: It was observed that obtained t-value (4.06) was significant at 0.01 level. It indicated that mean scores of behavioural problems of intellectually disabled children of experimental and control groups differ significantly at Post-test I stage. Thus after the treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between intellectually disabled children of experimental and control groups with respect to behavioural problems.

It was interpreted from above results that, after the treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between experimental and control groups with respect to Coping, Frustration, Alienation, Feeling of Well Being, Emotional
Intelligence of mothers and Behavioural problems of their intellectually disabled children.

**Results and Interpretation Based on t-Test Applied on Means of Post-Test II Scores of Experimental and Control Groups**

Coping: It was observed that obtained t-value (2.36) was significant at 0.05 level. It indicated that mean scores of coping of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test II stage. Thus after three months of termination of treatment, significant difference was observed between mothers of experimental and control groups with respect to coping.

Frustration: It was observed that obtained t-value (7.94) was significant at 0.01 level. It indicated that mean scores of frustration of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test II stage. Thus after three months of termination of treatment, significant difference was observed between mothers of experimental and control groups with respect to frustration.

Alienation: It was observed that obtained t-value (4.04) was significant at 0.01 level. It indicated that mean scores of alienation of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test II stage. Thus after three months of termination of treatment, significant difference was observed between mothers of experimental and control groups with respect to alienation.

Feeling of Well Being: It was observed that obtained t-value (4.21) was significant at 0.01 level. It indicated that mean scores of coping of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test II stage. Thus after three months of termination of treatment, significant difference was observed between mothers of experimental and control groups with respect to feeling of well being.

Emotional Intelligence: It was observed that obtained t-value (7.04) was significant at 0.01 level. It indicated that mean scores of emotional intelligence...
of mothers of intellectually disabled children of experimental and control groups differ significantly at Post-test II stage. Thus after three months of termination of treatment, significant difference was observed between mothers of experimental and control groups with respect to emotional intelligence.

Behaviour Problems: It was observed that obtained t-value (3.53) was significant at 0.01 level. It indicated that mean scores of behavioural problems of intellectually disabled children of experimental and control groups differ significantly at Post-test II stage. Thus after three months of termination of treatment, significant difference was observed between intellectually disabled children of experimental and control groups with respect to behaviour problems.

It was interpreted from above results that after the three months of termination of treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between experimental and control groups with respect to Coping, Frustration, Alienation, Feeling of Well Being, Emotional Intelligence of mothers and Behavioural problems of their intellectually disabled children at Post-test II stage.

**Results and Interpretation Based on ANCOVA Applied on Post-Test I Scores**

The experimental and control groups were not equated initially, therefore one way analysis of covariance (ANCOVA) was applied to neutralize the initial mean differences between experimental and control groups and to examine the effect of treatment of guidance on selected psychological variables of mothers and behavioural problems of their intellectually disabled children and the results have been summarized in the following pages:

Coping: It was observed that obtained F-value (59.62) was significant at 0.01 level which indicated significant difference between mean score of coping of mothers of experimental and control groups. Further the Adjusted Mean of experimental group (120.90) was found more than Adjusted Mean of control group (105.70) which revealed that the treatment of guidance brought
significant improvement in the coping of mothers of experimental group and hence post experiment effect of treatment of guidance was observed.

Frustration: It was observed that obtained F-value (137.33) was significant at 0.01 level which indicated significant difference between mean score of frustration of mothers of experimental and control groups. Further the Adjusted Mean of experimental group (103.10) was found less than Adjusted Mean of control group (121.90) which revealed that the treatment of guidance brought significant reduction in the frustration of mothers of experimental group and hence post experiment effect of treatment of guidance was observed.

Alienation: It was observed that obtained F-value (116.49) was significant at 0.01 level which indicated that treatment of guidance brought significant difference between mean score of alienation of mothers of experimental and control groups. Further the Adjusted Mean of experimental group (51.64) was found less than Adjusted Mean of control group (63.24) which revealed that the treatment of guidance brought significant reduction in alienation of mothers of experimental group and hence post experiment effect of treatment of guidance was observed.

Feeling of Well Being: It was observed that obtained F-value (335.18) was significant at 0.01 level which indicated significant difference between mean score of feeling of well being of mothers of experimental and control groups. Further the Adjusted Mean of experimental group (11.98) was found more than Adjusted Mean of control group (8.06) which revealed that the treatment of guidance brought significant improvement in the feeling of well being of mothers of experimental group and hence post experiment effect of treatment of guidance was observed.

Emotional Intelligence: It was observed that obtained F-value (79.49) was significant at 0.01 level which indicated significant difference between mean score of emotional intelligence of mothers of experimental and control groups. Further the Adjusted Mean of experimental group (58.25) was found more than Adjusted Mean of control group (50.27) which revealed that the
treatment of guidance brought significant improvement in the emotional intelligence of mothers of experimental group and hence post experiment effect of treatment of guidance was observed.

Behavioural problems: It was observed that obtained F-value (71.40) was significant at 0.01 level which indicated significant difference between mean score of behavioural problems of intellectually disabled children of mothers of experimental and control groups. Further the Adjusted Mean of experimental group (40.89) was found more than Adjusted Mean of control group (35.99) which revealed that the treatment of guidance brought significant reduction in behavioural problems of intellectually disabled children of mothers of experimental group and hence post experiment effect of treatment of guidance was observed.

It was interpreted from above results that after the treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between experimental and control groups with respect to Coping, Frustration, Alienation, Feeling of Well Being, Emotional Intelligence of mothers and Behavioural problems of their intellectually disabled children. Moreover, treatment of guidance to mothers for coping with intellectual disability of their children significantly improved coping, feeling of well being and emotional intelligence of mothers and it reduced the frustration and alienation of mothers of intellectually disabled children of experimental group significantly.

**Results and Interpretation Based on ANCOVA Applied on Post-Test II Scores**

The one way Analysis of Co-variance was applied on Post-test II scores for the variables of coping, frustration, alienation, feeling of well being, emotional intelligence and variable of behaviour problems of intellectually disabled children have been discussed in the following pages to see the long term effect of treatment of guidance to mothers for coping with intellectual disability of their children:
Coping: It was observed that obtained F-value (22.44) was significant at 0.01 level which indicated significant difference between mean score of coping of mothers of experimental and control groups at Post-test II stage. Further the Adjusted Mean of experimental group (115.30) was found more than Adjusted Mean of control group (106.40) which revealed that the treatment of guidance brought significant improvement in the coping of mothers of experimental group even after three months of its termination and hence long term effect of treatment of guidance was observed.

Frustration: It was observed that obtained F-value (122.46) was significant at 0.01 level which indicated significant difference between the mean score of frustration of mothers of experimental and control groups at Post-test II stage. Further the Adjusted Mean of experimental group (104.80) was found less than Adjusted Mean of control group (122.40) which revealed that the treatment of guidance brought significant reduction in frustration of mothers of experimental group even after three months of its termination and hence long term effect of treatment of guidance was observed.

Alienation: It was observed that obtained F-value (82.30) was significant at 0.01 level which indicated significant difference between mean scores of alienation of mothers of experimental and control groups at Post-test II stage. Further the Adjusted Mean of experimental group (53.23) was found less than Adjusted Mean of control group (63.37) which revealed that the treatment of guidance brought significant reduction in alienation of mothers of experimental group even after three months of its termination and hence long term effect of treatment of guidance was observed.

Feeling of well being: It was observed that obtained F-value (72.61) was significant at 0.01 level which indicated significant difference between mean score of feeling of well being of mothers of experimental and control groups at Post-test II stage. Further the Adjusted Mean of experimental group (11.00) was found more than Adjusted Mean of control group (8.36) which revealed that the treatment of guidance brought significant improvement in the feeling of well being of mothers of experimental group even after three months of its
termination and hence long term effect of treatment of guidance was observed.

Emotional Intelligence: It was observed that obtained F-value (47.28) was significant at 0.01 level which indicated significant difference between mean score of emotional intelligence of mothers of experimental and control groups at Post-test II stage. Further the Adjusted Mean of experimental group (57.89) was found more than Adjusted Mean of control group (50.75) which revealed that the treatment of guidance brought significant improvement in emotional intelligence of mothers of experimental group even after three months of its termination and hence long term effect of treatment of guidance was observed.

Behaviour Problems: It was observed that obtained F-value (35.09) was significant at 0.01 level which indicated significant difference between mean score of behavioural problems of intellectually disabled children of mothers of experimental and control groups at Post-test II stage. Further the Adjusted Mean of experimental group (39.03) was found more than Adjusted Mean of control group (35.21) which revealed that the treatment of guidance brought significant reduction in behavioural problems of intellectually disabled children of mothers of experimental group even after three months of its termination and hence long term effect of treatment of guidance was observed.

It was interpreted from above results that after three months of termination of treatment of guidance to mothers for coping with intellectual disability of their children, significant difference was observed between experimental and control groups with respect to Coping, Frustration, Alienation, Feeling of Well Being, Emotional Intelligence of mothers and Behavioural problems of their intellectually disabled children. Moreover, treatment of guidance to mothers for coping with intellectual disability of their children brought significant improvement in coping, feeling of well being and emotional intelligence of mothers and it also reduced the frustration and alienation of mothers of intellectually disabled children of experimental group significantly even after three months of its termination.
When the results of Post-test I and Post-test II stages were compared, it was observed that the treatment of guidance to mothers for coping with intellectual disability of their children have been very effective and its effect persisted for another three months even after its termination, although long term effect was less as compared to post experiment effect.

**Results and Interpretation Based on Product Moment Correlation**

The results on the basis of Product Moment Correlation applied on Post-test I scores of Coping of mothers and Behaviour problems of their intellectually disabled children indicated significant positive relationship was observed for experimental group whereas non significant relationship for control group as the obtained coefficient of correlation ‘r’ for experimental and control groups were 0.51 and 0.12 respectively. Similarly, results of Correlation applied on Post-test I scores of coping of mothers and Post-test II scores of behaviour problems of their intellectually disabled children indicated significant positive relationship was observed for experimental group whereas non significant relationship for control group as the obtained coefficient of correlation for experimental and control groups were 0.56 and 0.13 respectively.

These results along with results based on t-test and one way ANCOVA, revealed that treatment of guidance to mothers for coping with intellectual disability had implication as well as long term implication on behaviour problems of their intellectual disabled children.

**5.2 CONCLUSIONS OF THE STUDY**

On the basis of obtained results of the study, the following conclusions have been drawn:

- Treatment of guidance brought significant improvement in mothers’ coping with intellectual disability of their children and hence effect of treatment of guidance was observed. Therefore, the related null hypothesis that ‘there will be no effect of treatment of guidance on mothers for coping with intellectual disability of their children’ has been rejected.
• Treatment of guidance to mothers for coping with intellectual disability brought significant reduction in frustration of mothers and hence effect of treatment of guidance was observed. Therefore, the related null hypothesis that ‘there will be no effect of treatment of guidance on psychological variable of frustration of mothers for coping with intellectual disability of their children’ has been rejected.

• Treatment of guidance to mothers for coping with intellectual disability brought significant reduction in alienation of mothers and hence effect of treatment of guidance treatment was observed. Therefore, the related null hypothesis that ‘there will be no effect of treatment of guidance on psychological variable of alienation of mothers for coping with intellectual disability of their children’ has been rejected.

• Treatment of guidance to mothers for coping with intellectual disability brought significant improvement in feeling of well being of mothers and hence effect of treatment of guidance was observed. Therefore, the related null hypothesis that ‘there will be no effect of treatment of guidance on psychological variable of feeling of well being of mothers coping with intellectual disability of their children’ was rejected.

• Treatment of guidance to mothers for coping with intellectual disability brought significant improvement in emotional intelligence of mothers and hence effect of treatment of guidance was observed. Therefore, the related null hypothesis that ‘there will be no effect of treatment of guidance on psychological variable of emotional intelligence of mothers for coping with intellectual disability of their children’ has been rejected.

• Treatment of guidance to mothers for coping with intellectual disability brought significant reduction in behavioural problems of their intellectually disabled children and hence effect of treatment of guidance was observed. Therefore, the related null hypothesis that ‘there will be no effect of treatment of guidance to mothers for coping with intellectual disability on behaviour problems of intellectually disabled children’ has been rejected.
• Treatment of guidance to mothers for coping with intellectual disability retained its effect even after three months of its termination as it brought significant improvement in mothers’ coping and hence long term effect of guidance treatment was observed. Therefore, the related hypothesis that ‘there will be no long term effect of treatment of guidance on mothers’ coping with intellectual disability of their children’ has been rejected.

• Treatment of guidance to mothers for coping with intellectual disability retained its effect even after three months of its termination as it brought significant reduction in frustration of mothers and hence long term effect of guidance treatment was observed. Therefore, the related hypothesis that ‘there will be no long term effect of treatment of guidance on psychological variable of frustration of mothers coping with intellectual disability of their children’ has been rejected.

• Treatment of guidance to mothers for coping with intellectual disability retained its effect even after three months of its termination as it brought significant reduction in alienation of mothers and hence long term effect of guidance treatment was observed. Therefore, the related hypothesis that ‘there will be no long term effect of treatment of guidance on psychological variable of alienation of mothers coping with intellectual disability of their children’ has been rejected.

• Treatment of guidance to mothers for coping with intellectual disability retained its effect even after three months of its termination as it brought significant improvement in feeling of well being of mothers and hence long term effect of guidance treatment was observed. Therefore, the related hypothesis that ‘there will be no long term effect of treatment of guidance on psychological variable of feeling of well being of mothers coping with intellectual disability of their children’ has been rejected.

• Treatment of guidance to mothers for coping with intellectual disability retained its effect even after three months of its termination as it brought significant improvement in emotional intelligence of mothers and hence long term effect of guidance treatment was observed. Therefore, the
related hypothesis that ‘there will be no long term effect of treatment of
guidance on psychological variable of emotional intelligence of mothers
coping with intellectual disability of their children’ has been rejected.

- Treatment of guidance to mothers for coping with intellectual disability
  retained its effect even after three months of its termination as it brought
  significant reduction in behaviour problems of their intellectually disabled
  children and hence long term effect of guidance treatment was observed.
  Therefore, the related hypothesis that ‘there will be no long term effect of
  treatment of guidance to mothers for coping with intellectual disability on
  behaviour problems of their children’ has been rejected.

- Treatment of guidance to mothers for coping with intellectual disability
  brought significant reduction in behavioural problems of their intellectually
  disabled children at Post-test I and Post-test II stages and hence
  implication and long term implication of guidance treatment was
  observed.

- Thus, the research on ‘effect of treatment of guidance on psychological
  variables of mothers for coping with intellectual disability and its
  implication on behavioural problems of their children’ is an attempt to
  study the effects of guidance within constraints of methodology of social
  sciences and it can be safely recognized as beginning with great
  implication for further work on intellectually disabled children and their
  families.

5.3 IMPLICATIONS OF THE STUDY

Following are the implications of the study:

**Implication on Behavioural Problems of Intellectually Disabled Children**

The findings of the present study can be applied for developing intervention
programs for management of behavioural problems of intellectually disabled
children.
Educational Implications

• The results of the present study can be used to develop intervention and rehabilitation programs for healthy adjustment of the mothers of disabled children.

• The better understanding of behaviour commonly exhibited by the mothers to cope with the challenges and stressful situations occurring in the family due to intellectual disability of their children can be used to provide greater insight into the feelings and experiences of the mothers of intellectually disabled children.

• Guidance and intervention programmes can be conducted for parents having children with autism, cerebral palsy, physical handicap, down syndrome etc., for improving their coping abilities.

• The results of the present study could be used by professionals as one of the tools to enhance emotional intelligence and feeling of well being among the mothers of intellectually disabled children by developing efficient coping behaviour and creating awareness about their potentialities.

• The results of the study can be used as a source of motivation to the mothers for seeking support from extended family system, intervention programs and for developing relationships with other parents so that they can efficiently deal with the challenges.

• The results of the present study can be applied to create awareness among the mothers of disabled children about the fact that their efficient coping abilities can help them to deal with the challenges associated with intellectual disability of their children.

• The results of the study may be applied to make use of support groups for families of intellectually disabled individuals, especially, for mothers to foster positive attitudes, locate needed services or resources.
• The knowledge about the fact that some of the parents cope better than the others, therefore, individual assessment of a family’s coping, strengths and needs will help the professionals to be sensitive and knowledgeable about diverse strategies that correspond to a family’s belief system.

• Guidance to mothers can be provided to develop parent child interactions and congenial home environment that will help in minimizing the frustrations and alienation of mothers as well as in the management of behaviour problems of their intellectually disabled children.

• The findings of present study can be applied for organizing group guidance programmes for individuals having common problems or challenges.

• The positive effect of guidance programme can provide a base to organize self help groups by parents of intellectually disabled children and for building relationships with other parents with a similar situation.

Thus, the findings of the study are highly beneficial in developing the professional competencies in educationists, psychologists, therapists, researchers, policy makers, social workers and other professionals to help intellectually disabled children, parents and their families.

5.4 SUGGESTIONS FOR FUTURE RESEARCH

Following are the suggestions for further research:

• The present study was conducted on the mothers of intellectually disabled children living in and around Chandigarh; future research can be carried out on the mothers of intellectually disabled children living in other regions as well.

• The comparison can be studied between coping behaviour of mothers of intellectually disabled children living in rural and urban areas, educated and uneducated.
Future research can be conducted to study the effect of some other variables like parent-child interactions, parental efficacy, education, socioeconomic status, number of siblings, type of disability, gender etc., on coping behaviour of mothers.

The coping strategies commonly used by parents and other family members and their assessment at different stages of development of intellectually disabled children will be an interesting avenue for future research.

Future research can be carried out by taking a more diverse population as sampling and gathering a larger sample.

The use of interviews and longitudinal studies examining parental stress and coping behaviours throughout the family life cycle are also recommended for research in future.