

**A STUDY ON
PARENTS ROLE AND
RESPONCIBILITY FOR CHILDREN
WITH DISABILITY**

A Survey Report

Session

(2016-17)

Supported by

***Chhattisgarh State Commission for Protection of
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Chhattisgarh College, Raipur

**A STUDY ON
PARENTS ROLE AND RESPONSIBILITY FOR
CHILDREN WITH DISABILITIES**

**A Survey Report
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ACKNOLEDGGEMENT

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Secondly i would also like to thank to Dr. Simi Srivastava member Chhattisgarh State Commission for Protection of Child Rights who also guide also to complete this research successfully.

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Introduction

Family is the primary unit in the life of an individual. Parents are the pillars of this unit. Parents and family need to fulfill certain responsibilities in order to function. A family must generate income, protect and maintain its members and home, nurture and love one another and see to it that children are taught social norms and educated. When a child is disabled, these responsibilities become more crucial. There is the expense, the time, the energy needed to care for the disabled member and his safety. Besides this there is the difficulty of helping the disabled member develop a good self-image and social skills, and the problems of seeing to it that the disabled member receives an appropriate education. Every ordinary task becomes more difficult and more stressful.

Aim

To study the parental role and responsibilities for children with disability.

Objectives

To find out the role of parents in performing the responsibilities towards children with disability in the following areas

- Self - Help Skills
- Emotional Skills
- Language Skills
- Academic skills
- Recreation skills
- Vocational skills

Hypotheses

1. It has been hypothesized that all the parents of the disabled are not responsible towards children with disability.
2. It has been hypothesized that parents of visually and hearing impaired children are more responsible when compared to parents of intellectually disabled children.
3. It has been hypothesized that the three groups of parents that is -
 - Group A (Visually Impaired)
 - Group B (Hearing Impaired)
 - Group C (Intellectual Disability)do not show responsibility with respect to the areas of development of the child.

Sample

Children with disabilities will be the sample for this study. The schools who deal with such children shall provide with number of children for this study.

Methodology

To conduct the above study, consent shall be taken by the Dr. Preeti Mishra, HOD for Department of Social Work, Chhattisgarh College Raipur.

The study shall be conducted by the MSW final year students of Chhattisgarh College.

A total of 19 students will do the study. They will be divided into three groups.

- In **Group A**, 6 students will be conducting the study on visually impaired children of Govt. school for the visually impaired, Muthpurena Raipur.
- In **Group B**, 7 students will be conducting the study on the hearing impaired children of Kopalvani school for the hearing impaired, Sundernagar Raipur.
- In **Group C**, 6 students will be conducting the study on the intellectually disabled children of Aakanksha School for the mentally retarded, Avanti vihar Raipur.

The students will be oriented on the checklist – “Parental Role and Responsibility towards Children with Disability” developed by Dr. Simi Shrivastava, Rehabilitation Psychologist. A total of 50 questions are present in the checklist and the scoring is based on 3 point scale - Always, Sometimes and Never.

Each group shall be taken to the respective schools for the conduction of the study.

Procedure

Group A students were taken to the Government School for Visually Impaired. They were oriented regarding the blind children and were asked to gather information from these students with the help of the teachers.

Group B students were taken to Kopalvani School for the Hearing Impaired at Sunder Nagar Raipur and were oriented regarding the hearing impaired children. The students were asked to gather information from the hearing impaired children using the checklist with the help of the teachers.

Group C students went to Akanksha School for the Mentally Disabled at Avanti Vihar Raipur.

The teachers helped the students in gathering the information on the checklist.

A total of 230 children with disabilities gave information on the checklist.

Visually impaired children 99

Hearing impaired children 69

Children with Intellectual disability 62

Analysis of Data

Data analyses was done and the results are depicted in tables and graphs

Table 1: Average % on the responses given by Group A on the 50 questions of the checklist

Always	Sometimes	Never
34.30%	8.71%	7.48%

Figure 1: Group A

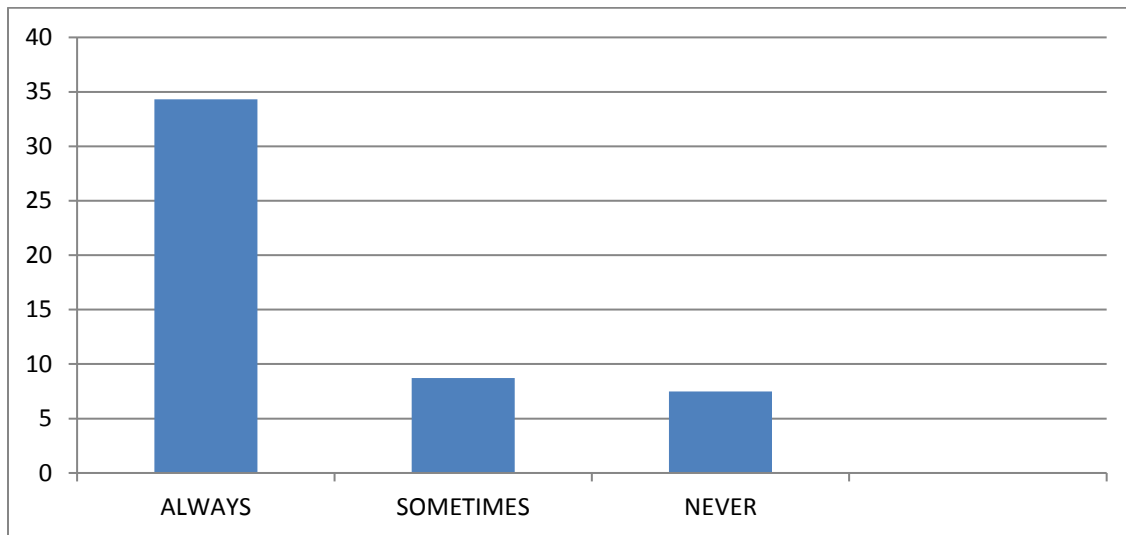


Table 2 - Average % on the responses given by Group B on the 50 questions of the checklist

Always	Sometimes	Never
37.59%	24.67%	10.1%

Figure 2: Group B

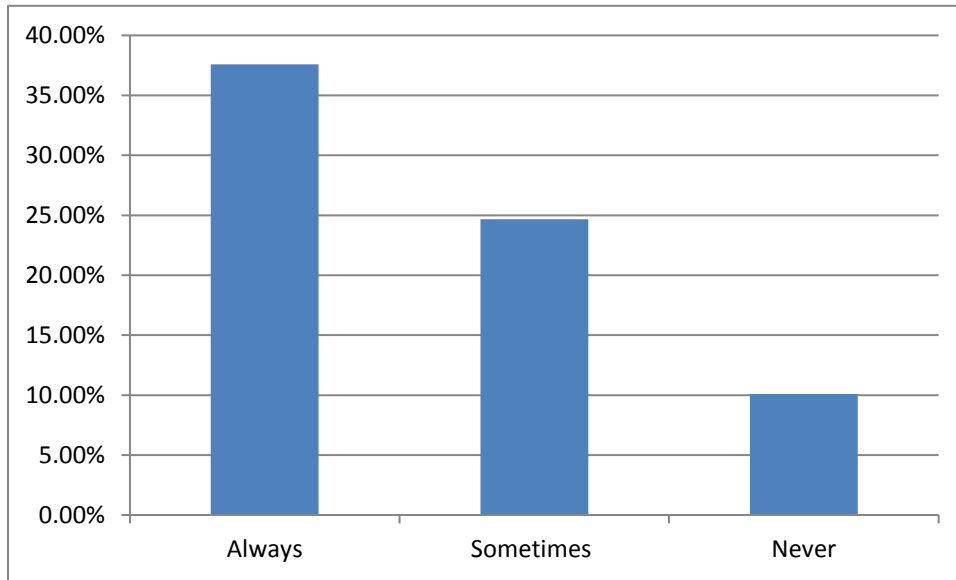


Table 3: Average % on the responses given by Group C on the 50 questions of the checklist

Always	Sometimes	Never
41.54%	21.38%	17.71%

Figure 3: Group C

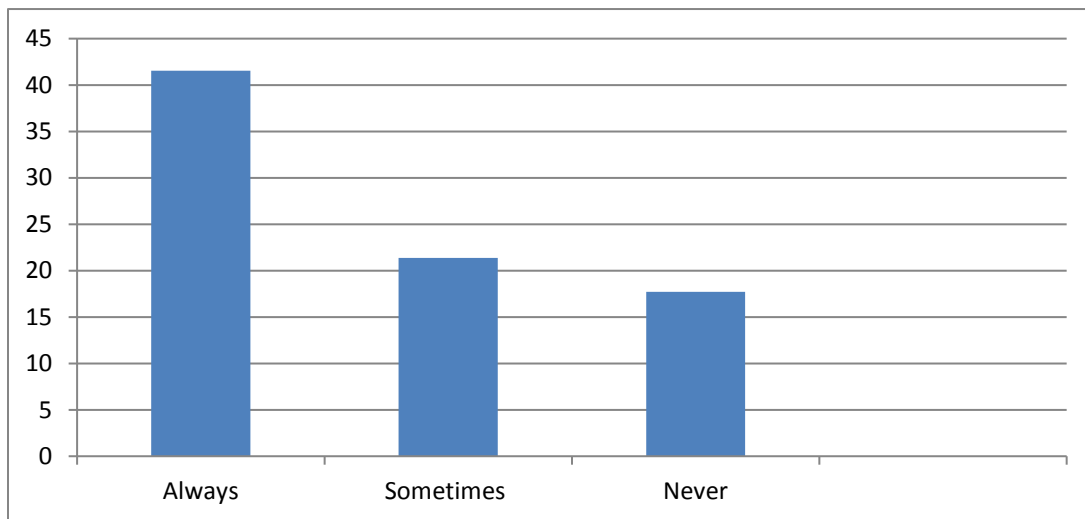


Table 4: Average % on parent's role of all three groups (A+B+C)

Always	Sometimes	Never
37.81%	18.25%	11.76%

Figure 4: Average % on parent's role of all three groups(A+B+C)

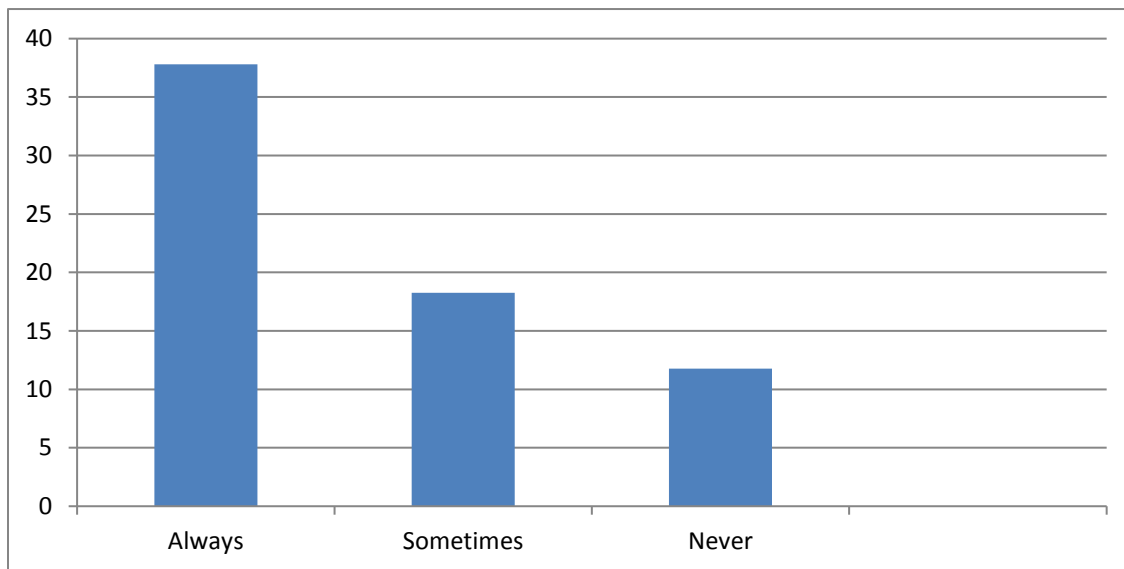


Table 5: Average % on parent's role according to type of disability

Visual	Hearing	ID
16.83%	27.88%	26.87%

Figure 5: Average % on parent's role according to type of Disability

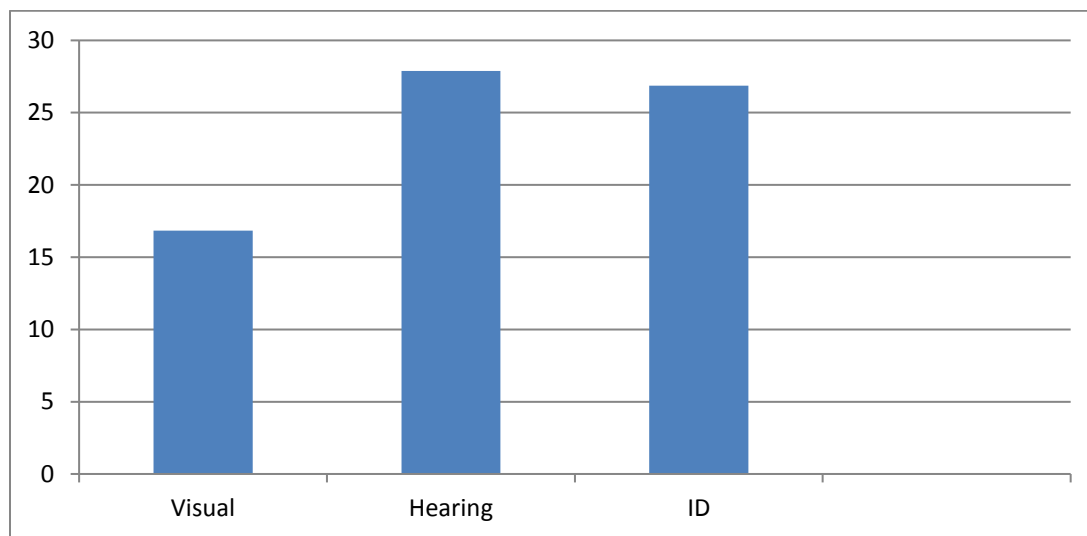


Table 6: Average % on parent's role on areas of development (SELF HELP SKILLS)

	Always	Sometimes	Never
Group A	52.32	21.81	18.57
Group B	48.40	22.89	14.24
Group C	52.90	20.96	26.13

Figure 6: Average % on parent's role on areas of development (**SELF HELP SKILLS**)

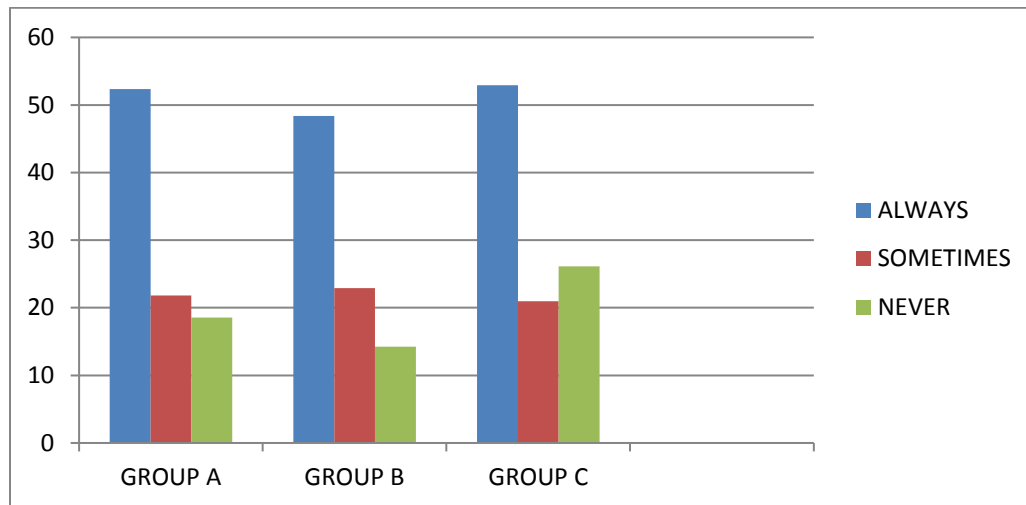


Table 7: Average % on parent's role on areas of development (**SOCIAL SKILLS**)

	Always	Sometimes	Never
Group A	68.68	17.07	14.26
Group B	54.80	30.34	10.50
Group C	56.55	21.37	22.07

Figure 7: Average % on parent's role on areas of development (**SOCIAL SKILLS**)

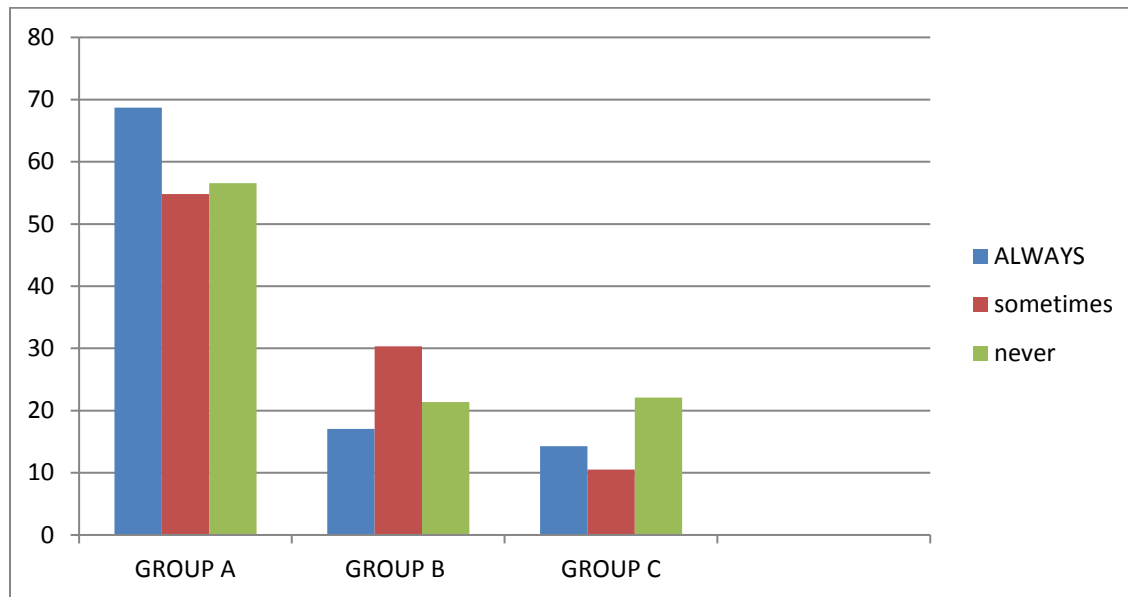


Table 8 - Average % on parent's role on areas of development (**EMOTIONAL SKILLS**)

	Always	Sometimes	Never
Group A	57.30	19.65	23.04
Group B	43.21	37.55	19.23
Group C	39.44	39.14	21.40

Figure 8: Average % on parent's role on areas of development (**EMOTIONAL SKILLS**)

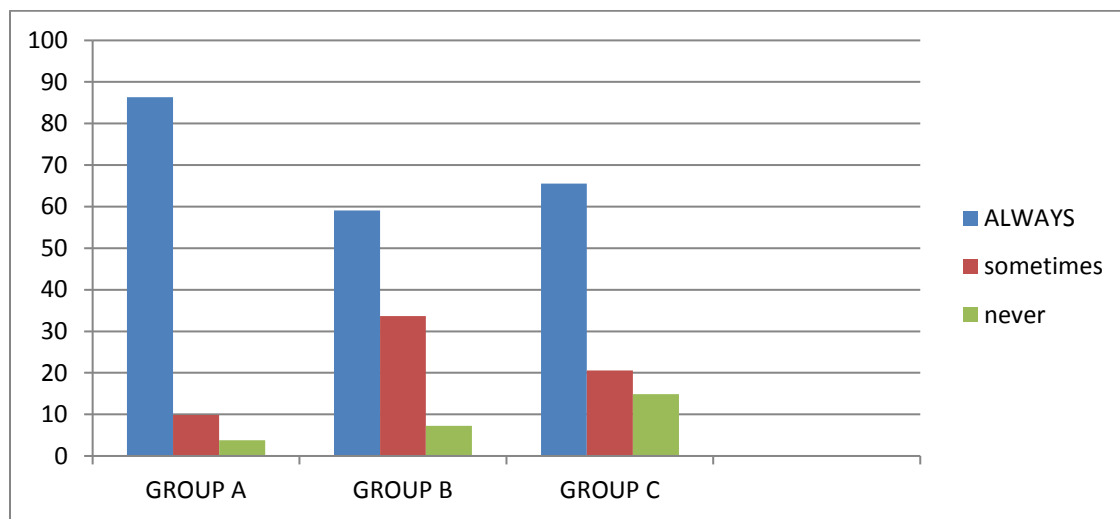


Table 9: Average % on parent's role on areas of development (**LANGUAGE SKILLS**)

	Always	Sometimes	Never
Group A	86.36	9.84	3.78
Group B	59.05	33.69	7.24
Group C	64.51	20.56	14.91

Figure 9: Average % on parent's role on areas of development (**LANGUAGE SKILLS**)

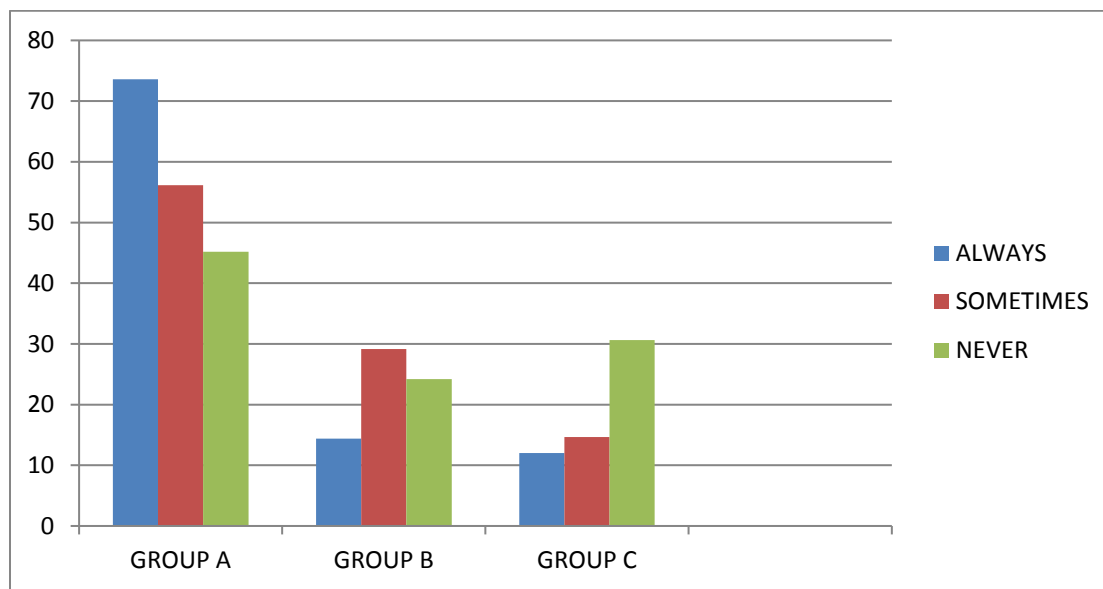


Table 10: Average % on parent's role on areas of development (**ACADEMIC SKILLS**)

	Always	Sometimes	Never
Group A	73.61	14.39	11.99
Group B	14.67	29.16	14.67
Group C	45.16	24.19	30.64

Figure 10: Average % on parent's role on areas of development (**ACADEMIC SKILLS**)

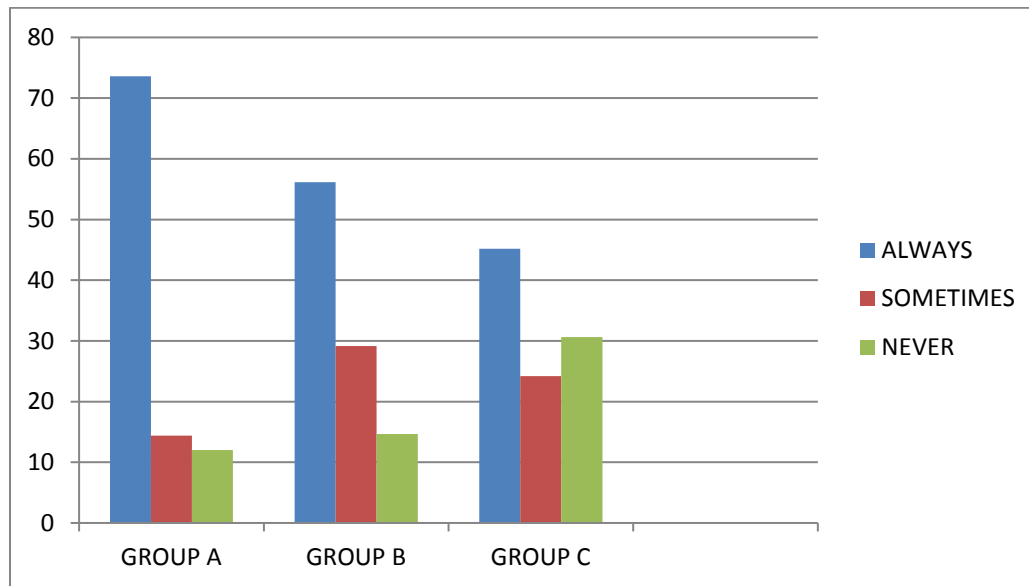


Table 11: Average % on parent's role on areas of development (**RECREATIONAL SKILLS**)

	Always	Sometimes	Never
Group A	70.20	18.18	11.61
Group B	48.91	39.13	11.95
Group C	63.70	26.61	9.67

Figure 11: Average % on parent's role on areas of development (**RECREATIONAL SKILLS**)

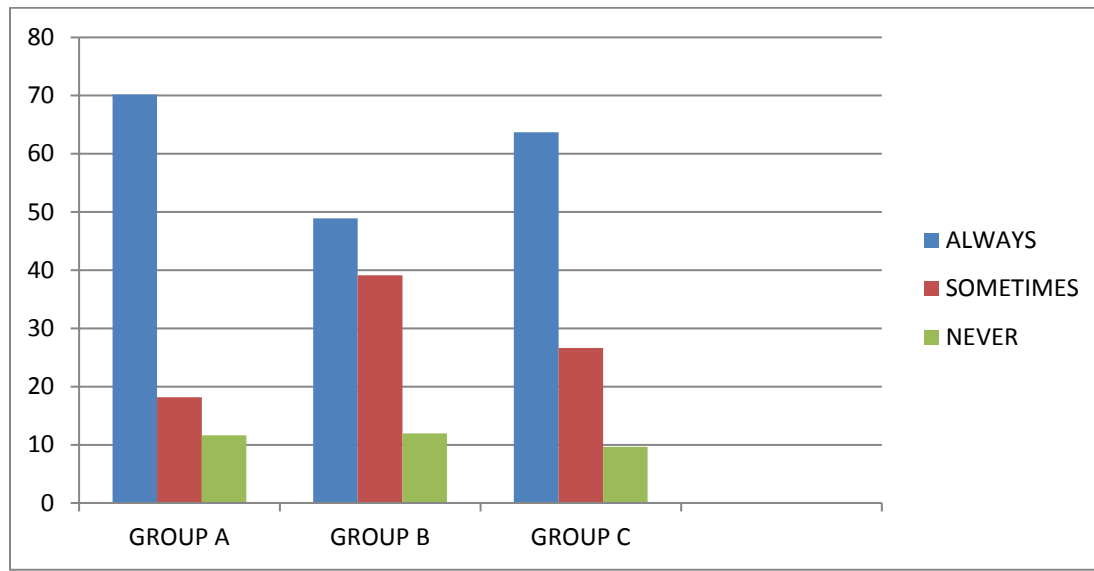
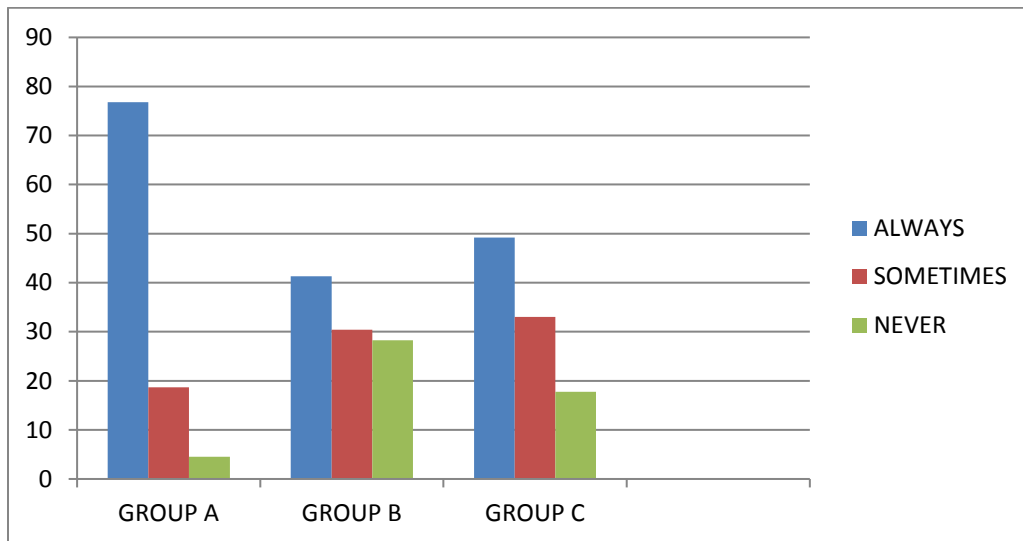


Table 12: Average % on parent's role on areas of development (**VOCATIONAL SKILLS**)

	Always	Sometimes	Never
Group A	76.77	18.68	4.54
Group B	41.30	30.43	28.26
Group C	49.19	33.03	17.74

Figure 12: Average % on parent's role on areas of development (VOCATIONAL SKILLS)



Results and Discussion

According to the hypotheses

1. It has been hypothesized that all the parents of the disabled are not very responsible towards the disabled children

The results for this hypothesis depicted in the tables 1,2,3 and in figures 1,2,3 indicates that the Group A parents are more responsible towards their visually impaired children than Group B (hearing impaired) and Group C , intellectually disabled children's parents .

The results suggest that there is a dire need of training the parents on the developmental aspects of children with disability. With genuine training, the parents, siblings, other family members shall be sensitized to the various issues related to these children. They can help, guide, support and also train the children with disabilities to become independent in doing their self help skills (SHS) , involve in socializing skills (SS) ,recreational skills (RS), can interact their emotional feelings (ES) too and they can also learn about academic (AS) and vocational skills (VS). Hence training to parents is of utmost importance as it caters to the overall development of children with disabilities.

According to the hypothesis

2. It has been hypothesized that parents of visually and hearing impaired children are more responsible when compared to parents of intellectually disabled.

The result for this hypothesis depicted in the table 5 and in figure 5 indicates that the Group B parents have shown more responsibility followed by the Group C parents. Hence this result also indicates for training of the parents to cater to the needs and requirements of the children with disability.

3. It has been hypothesized that the three groups of parents that is in Group A (Visually Impaired), Group B (Hearing Impaired) and Group C (Intellectual Disability) do not show responsibility with respect to the areas of development of the child.

The results for this hypothesis depicted in the tables 6,7,8,9,10,11, and 12 and in figures 6,7,8,9,10,11, and 12 indicates that

- In the area of **self help skills**, the Group C parents are most responsible where as the Group B parents are least responsible.

The reason for such a result may suggest that the parents of Group C have to regularly help the children as these children are either not trained to do their SHS or the parents have made dependent on them instead of training these children to be independent in the SHS. Hence parent training is very important and of dire need.

The parents of Group A and C are also equally responsible but the nature of disability has an impact on the roles of parents. The children with visual and hearing disability have a good comprehension ability when compared to the children with intellectual disability, and this may be the reason for these parents to be less responsible in the area of SHS.

1. In the area of **Socialisation skills**, the Group A parents are most responsible where as the Group B parents are least responsible.

The reason for such a result may be that the visually impaired children get an opportunity to socialize with other children in various environments eg - school, parks, birthday parties etc as communication skills are the major vehicles of socialization. In spite of being visually impaired they can express their needs and requirements, share their thoughts, interact with peer groups as exposures to such environments is being facilitated by parents, siblings, teachers etc.

On the other hand the group C and group B have limited or no communication skills and hence they lag behind. But there is still scope of teaching communication skills through training to them.

2. In the area of **Emotional skills**, the Group A parents are most responsible where as the Group C parents are least responsible.

Emotions play a vital role and are compared to spices in an individual's life. Individuals express their thoughts, desires, needs, pleasure and displeasure through emotions. The reason for better result on emotional skills for group A may be because of good communication skills and empathy of others to understand their emotions of visually impaired, where as the low emotional skill development for the Group C children is because most of these children lack communication skills, comprehension skills, social skill and hence expression of emotions are depicted in an immature manner. Group B children too face difficulties in their emotional skills as they communicate through gestures or sign language which is comprehensible to few.

3. In the area of **Language skills**, the Group A parents are most responsible where as the Group B parents are least responsible.

The reason for such a discrepancy is that, the visually impaired can communicate well and can express their views accordingly but for a hearing impaired child such facility is obstructed and hence the parents too are less concerned knowingly. Group C also experiences reception, expression and comprehension problems in language.

4. In the area of **Academic skills**, the Group A parents are most responsible where as the Group C parents are least responsible.

Proper guidance, support and encouragement are pivotal in the area of academics as it lays the foundation for career perspectives. The obvious results depicted in the study reveal that irrespective of any disability, educational training is highly important and transforms an individual from novice childhood to a matured bread winner. Hence the parents of Group A are more concerned and apprehensive towards the academic skills where as the parents of Group C are inert inactive as they cannot fore see these children in the mainstream. Group B parents too have the similar views as group A and are proactive for a bright career for the children with disabilities.

5. In the area **Recreational skills**, the Group A parents are most responsible where as the Group B parents are least responsible.

Recreation is a part and parcel of an individual s life style. It depends on the individual to select from a variety of these measures. Recreation is also as much required as biological needs. Hence these skills have been more authentically utilized by the parents of Group A. In spite of having limited resources in these children but they are

accounted with importance. The Group B parents seem to be either negligent or unaware of the positive impact of recreational skills .Group C parents have realized the importance of recreational skills and hence look out for opportunities for their children.

6. In the area **Vocational skills**, the Group A parents are most responsible where as the Group B parents are least responsible.

Training to individuals according to the interest in a particular vocation not only encourages in enhancing the learning potentials but also has a direct positive impact for job placement and self reliance .Group A parents have focused on their children future job opportunities and hence are more concerned in this area. Group B parents seem to be still unaware of the job opportunities as for these children. In Group C the parents are focused with resources for vocational aspects as they will be directly be involved in any vocation chosen for their children as they lack comprehension abilities of decision making.

Conclusion

Parents are the role models to every child, be it a normal or child with disability. Parents have certain roles to play with responsibility providing a strong, sturdy, positive, conducive and learning environment in which children with disability lay their foundations. Hence irrespective of disability of their children, the parents are required to play their roles and responsibilities with sincerity, alertness, with an unconditional positive approach to make their children self reliant and respectable citizens of our country. To make this dream come true , an immense , rigorous, continuous and effective parent training programs are to be conducted quarterly, half yearly or yearly refresher courses.

The above study conducted also reveals the importance of parents training as still most of the parents have not yet accepted the children with disability and are looking for miracles to happen instantly.

Recommendations

1. Parent training on disability issues at village level
2. Parent training on disability at district level
3. Refresher parent training on disability at state level
4. Department of social welfare/ Composite Rehabilitation Centre to conduct the training programs at all levels
5. Training modules to be developed by Department of social welfare/ Composite Rehabilitation Centre
6. Distribution of training materials to all parents on various issues of disability by Department of social welfare/ Composite Rehabilitation Centre.
7. Distribution of awareness material on concessions for disabled, govt. schemes for the disabled etc by Department of social welfare/ Composite Rehabilitation Centre.
8. Generation of a toll free no for grievance redressal and benefitting the children with disability.
9. Formation or creation of Parent organizations for the children with disability.
10. Networking with parents of the children with disabilities by Department of social welfare/ Composite Rehabilitation Centre
11. Teleconferencing facilities to be implemented for parents of the disabled by Department of social welfare/ Composite Rehabilitation Centre.

Report By

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