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By Arfan Riasat

University Of Agriculture, Faisalabad

Abstract - Persons with disabilities also face multiple physical political social, economic, and handicaps, hampering their freedom of participation and development in society. These barriers include misunderstanding and stigmatization of the abilities and aspirations of persons with disabilities. There is also a pronounced lack of informational data, rules and regulations, rehabilitation centers, and mainstreaming and specialized services for persons with disabilities. The any objective of the present study to find out the problems faced by the parents of disables people. The present study was conducted in District Faisalabad. Multistage sampling technique was used for data collection. At the first stage two institutions (Govt. Special Education Center Jaranwala and Govt. Special Education Center Tandianwala) were selected purposively. At the second stage made a list of rural disabled children's mothers from the school record.

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A Study of Problems Faced by Mothers of the Disabled Children in Rural Areas of District Faisalabad

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Abstract - Persons with disabilities also face multiple physical political social, economic, and handicaps, hampering their freedom of participation and development in society. These barriers include misunderstanding and stigmatization of the abilities and aspirations of persons with disabilities. There is also a pronounced lack of informational data, rules and regulations, rehabilitation centers, and mainstreaming and specialized services for persons with disabilities. The any objective of the present study to find out the problems faced by the parents of disables people. The present study was conducted in District Faisalabad. Multistage sampling technique was used for data collection. At the first stage two institutions (Govt. Special Education Center Jaranwala and Govt. Special Education Center Tandianwala) were selected purposively. At the second stage made a list of rural disabled children's mothers from the school record. At the third stage 120 mothers (60 from each institute) were selected randomly from the list. Data were collected with the help of a well-designed interview schedule. Collected information was statistically analyzed through SPSS software. It was found that most of the respondents belonged to low income families. It is concluded the cousin marriage is a cause of disability among children. Some children were goes to school willingly. It was found that the mother faced different problems from their disabled children i.e., pick and drop (65.8%), teaching (79.8%), lack of interest in education (47.5%), helpless hopeless (72.5%), lack of confidence (64%), loneliness (75%) irritable and short tempered (88.3%) and mobility (77.5%). It was found that the family members had helpful behavior, whereas majority of the other people had teasing behavior with the disabled person. It is suggested that the Govt. should establish more Special Education Centers to control overcrowding and co-education problems. Awareness should be given to the mothers about the psychological and emotional feelings of their disabled children.

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I. INTRODUCTION

“A person with disabilities means who, on account of injury, disease, or congenital deformity, is handicapped in undertaking any gainful profession or employment and includes persons who are visually impaired as well. In short, exceptional people are those, who either lack one of the areas of development” (Pope, 1991).

“Disability refers to the impact of impairment upon the performances or activities commonly accepted as the basic elements of everyday living. Disability can

be used when impairment, objectively defined, constitutes a hindrance to mobility, domestic routines or the occupational and might be communicational skills” (Tarlov, 1991).

Now the people are thinking that the disable people can be responsible citizens if they have proper education and training. They can be proved productive people for their country (Akbar, 2003).

UNO announced 1981 as they international year of disabled person to spread the awareness among the countries which have signed on “convention on the Rights of persons with disabilities 2006. It was demanded that all the countries which are the part of signatory to make rare for the disable people rights. Pakistan being signatory has taken a lot of steps for the welfare of disable people. Pakistan declared its first policy, which name is “National Policy on the issue of disability” (Ahmed et al., 2011).

Person who are disable are uncounted in Pakistan. Disable people face haunch problems rather than normal people. There is a lot of social business for disable people. Even than there is no proper definition of disable person. There are two definitions can be found in the national policy for special education. Disability means the lack of ability to perform an activity in a manner that is considered o be normal. A person with disability means a person who on account of injury, disease, or congenial. Deformity, is handicapped in undertaking any gainful profession or employment and includes persons who are visually impaired, hearing impaired, and physically and mentally disabled. Definitions and classifications according to the Ministry of Women Development, Social Welfare and Special Education, “Disability means the lack of ability to perform and activity in a manner, which is considered to be normal” (Ministry of Social Welfare and Special Education, 2002).

Comprehensive guide to various physical, mental and developmental disabilities and rehabilitation. Throughout the world, there are millions of people who have some form of emotional, mental, or physical handicap that can limit their activities to varying degrees. The terms disabled and differently abled are both preferable terms to the outdated term handicapped. Disabilities can be the result of accidents, resulting in paralysis, brain damage, etc., while some

Author : University Of Agriculture, Faisalabad.
E-mail : arfanriasatbhatti@yahoo.com

people are born with such afflictions as cerebral palsy, spina bifida, Down syndrome, muscular dystrophy, blindness, etc. This guide offers disability facts, statistics, information and resources on a list of disabilities covering several mental, physical, and emotional handicaps and the necessary assessment, treatment for people with disabilities, and advocacy of it in both public and private arenas. Disability facts and information for parents of children with physical disabilities and medical issues. Disability resources to learn about accessibility, disabled assistance, developmental and learning disabilities in physically handicapped children, disabilities rights and parenting kids with disabilities (Ridsdel, 2005)

There is understandably the shock and disbelief on learning that their child is in anyway disadvantaged or handicapped. It is very hard to accept that this is so. And quite usual at the beginning for parents to block from their thoughts the fact that their child is going to need extra help and will have to be cared for in a special way, perhaps for life. Some physical handicaps are recognized from birth, some children develop an illness which produces them, while some disabilities are more insidious and gradually become apparent as the child gets older and reaches different developmental milestones (Curtis, 2008).

The carrier of hardships on their tiny shoulders. But what of those who take care of these little angels; the problems they face in dealing with a child who has disabilities? A family of such a child knows grief, sadness, fear, worry and more love than most families. They know that each milestone, each step taken toward the future is a positive one. And each step back, although a heartache at times, is a challenge to be conquered. The isolation from friends and family, the change in routine and emotional dealings with siblings at each challenging stage of life. The problems faced by families with disabled children were greater than most people think. And whether it's Cerebral Palsy, mental retardation, amputation, traumatic brain injury, down-syndrome, or learning disabilities. Dealing and coping with the problems that come a child and those who care for them on a daily basis can build up over time. It was found that many families contact their community support workers, child development agencies which can help ease the burden financially for the necessities a child might need while coping with their disability. But the cost is still high and sacrifices are made by all family members in order to help make it through those trying times (Shaw, 2009).

The connection between early influence of parents on the formation of needs of the examined disabled teenagers and the level of intensification of the needs they present was not always direct and clear. He showed that despite great parental efforts, level of some needs was not sufficient to make building a relationship with other people easier in the future. Weak needs of

achievement, low needs of autonomy, low compensation ability, and weakly developed cognitive needs, indicated that great effort of parents in order to create these needs, was not successful. Obtained results suggested that if parents do not reach intended educational aim, it means, they need professional help. The reason for that may be their own anxiety to children's future, which does not let them take correct attitude towards their child. It may be also possible that lack of success in the formation of some needs is influenced by other social experiences, independent from parents, such as children's individual emotional feelings which discourage development and realization of some needs. Results concerning parental participation in the formation of needs, regarding teenagers with visual impairment, were not so clear as in case of teenagers without disabilities. . Analysis of results indicated that it was not enough to have intuition. Without professional knowledge and help of specialists, it might not be possible to achieve educational satisfaction proportional to the performed efforts. Achieving life satisfaction by people with visual disability depends on forming features of personality. The problem of connection between early educational process in the family and forming of these personal features was rarely a subject in the professional literature. Concerning conscious forming of needs, parents faced a very difficult task. Those were needs motivating them to act towards improving independence, self-esteem through overcoming own physical imperfection and often unfavorable social conditions. In order to help parents, one should equip them with interdisciplinary knowledge on psychosocial conditions motivating people with impairments to go beyond the limits of their current possibilities. This could be done through stimulating needs. Presented research is an attempt of connecting interdisciplinary, psychological and pedagogical knowledge which is applied by the author (Konarska, 2010).

The parents of mentally retarded children usually have to face a range of emotions over a long period of time. They often struggle with guilt. Usually the both parents or one them blame him that this disability in his child is due to his genetic disorders, alcoholic nature, worries or tensions, or other rational or irrational reasons. Physical tiredness can take an excise on the parents of a mentally retarded child. They need an extra care. All the caring activities likewise nourishing, cleaning, moving and feeding an infant is so easier for a normal child as compared to child having weighs of 80 pounds. These children's often required extra care from the physician and other health-care appointments than a normal child and usually need close medical monitoring. Not only has this but parents also had to face a lot of troubles while educating them. They have to arrange special private educational facilities or need to consult special education centers for their proper education.

These children's usually needs close parental contact with the school system. Their parents have to regularly visit or check the child's interaction with their fellows to make sure they are not being bullied. The disabled children usually required special transportation facilities for their schooling and other activities, the children who have severe disabilities may required to be schooled at home. It is estimated that expenses required to nourish a disabled child as compared to normal child is usually high. These expenses boost up because these children required sophisticated medical equipment and supplies, extra medical care, private education, tutor for home tuitions or specialized transportation facilities. These children required the lifetime care besides of 18 years. Their parents may have to arrange money for a trust whose care their child's when they pass away.

II. OBJECTIVES

1. To find out the problems faced by the mothers of disable people.
2. To study the perception of the mother towards the attitudes of society with disabled.
3. To find the facilities provided by the government/NGOs for disabled/ handicapped.

III. MATERIAL AND METHODS

The present study was conducted in District Faisalabad. Multistage sampling technique was used for data collection. At the first stage two institutions (Govt. Special Education Center Jaranwala and Govt. Special Education Center Tandianwala) were selected purposively. At the second stage made a list of rural disabled children's mothers from the school record. At the third stage 120 mothers (60 from each institute) were selected randomly from the list.

The data were collected through pretested interview schedule survey. The collected data were analyzed by using Statistical Package for Social Sciences (SPSS).

IV. RESULTS AND DISCUSSION

Table 1 : Distribution of the respondents according to their age

Age of the respondents (in years)	Frequency	Percentage
Up to 30	22	18.3
31-45	65	54.2
Above 45	33	27.5
Total	120	100.0

Table 1 depicts that 18.3 percent of the respondents had up to 30 years of age, while a majority i.e., 54.2 percent of the respondents had 31-45 years of age and more than one-fourth i.e., 27.5 percent of the respondents had above 45 years of age. These findings

reflects that majority of the respondents belonged to middle age group.

Table 2 : Distribution of the respondents according to their husband's education.

Husband's Education	Frequency	Percentage
Illiterate	41	34.2
Primary	21	17.5
Middle	24	20.0
Matric and above	34	28.3
Total	120	100.0

Table 2 shows that about one-third i.e., 34.2 percent of the respondents reported that their husbands were illiterate, while 17.5 percent of them were primary passed, about one-fifth i.e., 20.0 percent of them were middle passed and 28.3 percent of the respondents' husbands had Matric and above level of education.

Table 3 : Distribution of the respondents according to their relation with husband before marriage

Relation	Frequency	Percentage
First cousin	80	66.7
Second cousin	21	17.5
Far relative	8	6.7
With in caste	8	6.7
Out of caste	3	2.5
Total	120	100.0

Table 3 indicates that a large majority i.e., 66.7 percent of the respondents reported that their husband was first cousin before their marriage, while 17.5 percent of them were told that their husbands were second cousins. Only 6.7 percent of the respondents told that their husbands were far relative, another 6.7 percent of the respondents were married with in cast and 2.5 percent of them were married out of caste.

Table 4 : Distribution of the respondents according to age of their disabled child

Age of disabled child (in years)	Frequency	Percentage
Up to 6	31	25.8
7-12	67	55.8
13 and above	22	18.3
Total	120	100.0

Table 4 indicates that about one-fourth i.e., 25.8 percent of the respondents reported that their child had up to 6 years of age, while a majority i.e., 55.8 percent of the respondents told that their child had 7-12 years of age and 18.3 percent of the respondents told that their child had 13 and above years of age. So these results reveals that majority of the disabled children had 7-12 years of age.

Table 5 : Distribution of the respondents according to the er their child in their absence

Look after	Frequency	Percentage
Any family member	90	75.0
Hired a maid	11	9.2
Day care centre	12	10.0
Other	7	5.8
Total	120	100.0

Table 5 reveals that a majority i.e., 75.0 percent of the respondents reported that their family members look after their disabled child in their absence, while 9.2 percent of them reported that they hired a maid for look after of disabled child, 10.0 percent of them told that they sent their disabled child to 'day care center' and 5.8 percent of the respondents said that any others look after their disabled child in their absence.

Table 6 : Distribution of the respondents according to facing problem in school pick and drop of their disabled child

Facing problem in school pick and drop of their disabled child	Frequency	Percentage
To a great extent	45	37.5
To some extent	34	28.3
Not at all	41	34.2
Total	120	100.0

Table 6 indicates that 37.5 percent of the respondents reported that they faced problem 'to a great extent' in school pick and drop of their disabled child, while 28.3 percent of them faced problem 'to some extent' in school pick and drop of their disabled child, whereas about one-third i.e., 34.2 percent of the respondents never faced pick and drop problem of their disabled child.

Table 7 : Distribution of the respondents according to their satisfaction with the learning ability of their disabled child

Satisfied	Frequency	Percentage
To a great extent	61	50.8
To some extent	28	23.3
Not at all	31	25.8
Total	120	100.0

Table 7 indicates that about a half i.e., 50.8 percent of the respondents were satisfied 'to a great extent', while 23.3 percent of them were satisfied 'to some extent' with the learning ability of their disabled child, while about one-fourth i.e., 25.8 percent of them never satisfied with learning ability of their disabled child.

Table 8 : Distribution of the respondents according to the interest of their disabled child in school home work

Interest of their disabled child in school home work	Frequency	Percentage
To a great extent	41	34.2
To some extent	22	18.3
Not at all	57	47.5
Total	120	100.0

Table 8 shows that about one-third i.e., 34.2 percent of the respondents reported that their disabled child interested 'to a great extent' in school home work, while 18.3 percent of them told that their disabled child interested 'to some extent' in school home work, whereas a major proportion i.e., 47.5 percent of the respondents told that their disabled child never interested in school home work.

Table 9 : Distribution of the respondents according to their thinking that their disabled child felt helpless hopeless

Respondents' thinking that their disabled child felt helpless hopeless	Frequency	Percentage
To a great extent	48	40.0
To some extent	39	32.5
Not at all	33	27.5
Total	120	100.0

Table 9 indicates that a major proportion i.e., 40.0 percent of the respondents had thinking 'to a great extent' and about one-third i.e., 32.5 percent of them had thinking 'to some extent' that their disabled child felt helpless hopeless. Whereas remaining 27.5 percent of the respondents reported that their disabled child never felt helpless hopeless.

Table 10 : Distribution of the respondents according to their thinking that their disabled child had irritable and short tempered

Respondents' thinking that their disabled child had irritable and short tempered	Frequency	Percentage
To a great extent	85	70.8
To some extent	21	17.5
Not at all	14	11.7
Total	120	100.0

Table 10 indicates that a huge majority i.e., 70.8 percent of the respondents had thinking 'to a great extent' and 17.5 percent of them had thinking 'to some extent' that their disabled had irritable and short tempered attitude, whereas 11.7 percent of the respondents told that their disabled had not irritable and short tempered attitude.

Table 11 : Distribution of the respondents according to their thinking that the society had cooperative attitude with disabled children.

Respondents' thinking that the society had cooperative attitude with disabled children	Frequency	Percentage
To a great extent	27	22.5
To some extent	24	20.0
Not at all	69	57.5
Total	120	100.0

Table 11 shows that 22.5 percent of the respondents had thinking 'to a great extent', while about one-fifth i.e., 20.0 percent of them had thinking 'to some extent' that the society had cooperative attitude with disabled child, whereas a majority i.e., 57.5 percent of the respondents had thinking that the society had not cooperative attitude with disabled children.

Table 12 : Distribution of the respondents according to their knowledge about the NGOs working for rehabilitation for disabled in their area

Respondents' knowledge about the NGOs working for rehabilitation for disabled in their area	Frequency	Percentage
Yes	41	34.2
No	79	65.8
Total	120	100.0

Table 12 indicates that about one-third i.e., 34.2 percent of the respondents had knowledge that the NGOs working for rehabilitation for disabled in their area, while a large majority of the respondents had no knowledge about the NGOs working for rehabilitation for disabled in their area.

V. CONCLUSION

Persons with disabilities also face multiple physical political social, economic, and handicaps, hampering their freedom of participation and development in society. These barriers include misunderstanding and stigmatization of the abilities and aspirations of persons with disabilities. There is also a pronounced lack of informational data, rules and regulations, rehabilitation centers, and mainstreaming and specialized services for persons with disabilities. It was found that most of the respondents belonged to low income families. It is concluded the cousin marriage is a cause of disability among children. Some children were goes to school willingly. It was found that the mother faced different problems from their disabled children i.e., pick and drop (65.8%), teaching (79.8%), lack of interest in education (47.5%), helpless hopeless (72.5%), lack of confidence (64%), loneliness (75%) irritable and short tempered (88.3%) and mobility (77.5%). It was found that the family members had helpful behaviour, whereas

majority of the other people had teasing behaviour with the disabled person. It is suggested that the Govt. should establish more Special Education Centers to control overcrowding and co-education problems. Awareness should be given to the mothers about the psychological and emotional feelings of their disabled children.

VI. SUGGESTIONS

1. Govt. should establish more Special Education Centers to control overcrowding and co-education problems.
2. Awareness should be given to the mothers about the psychological and emotional feelings of their disabled children.
3. Government should re-construct school building according to the needs of disabled children.
4. Mothers should participate in monthly meetings of their disabled children's school centers.

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