

¹ A Study of Problems Faced by Mothers of the Disabled Children ² in Rural Areas of District Faisalabad

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⁷ **Abstract**

⁸ Persons with disabilities also face multiple physical political social, economic, and handicaps,
⁹ hampering their freedom of participation and development in society. These barriers include
¹⁰ misunderstanding and stigmatization of the abilities and aspirations of persons with
¹¹ disabilities. There is also a pronounced lack of informational data, rules and regulations,
¹² rehabilitation centers, and mainstreaming and specialized services for persons with
¹³ disabilities. The any objective of the present study to find out the problems faced by the
¹⁴ parents of disabled people. The present study was conducted in District Faisalabad.
¹⁵ Multistage sampling technique was used for data collection. At the first stage two institutions
¹⁶ (Govt. Special Education Center Jaranwala and Govt. Special Education Center
¹⁷ Tandianwala) were selected purposively. At the second stage made a list of rural disabled
¹⁸ children's mothers from the school record.

²⁰ **Index terms**— Mother?S, Problems, Disabled children.

²¹ **1 Introduction**

²² person with disabilities means who, on account of injury, disease, or congenital deformity, is handicapped in
²³ undertaking any gainful profession or employment and includes persons who are visually impaired as well. In
²⁴ short, exceptional people are those, who either lack one of the areas of development" (Pope, 1991).

²⁵ "Disability refers to the impact of impairment upon the performances or activities commonly accepted as the
²⁶ basic elements of everyday living. Disability can be used when impairment, objectively defined, constitutes a
²⁷ hindrance to mobility, domestic routines or the occupational and might be communicational skills" (Tarlov, 1991).
²⁸ Now the people are thinking that the disabled people can be responsible citizens if they have proper education
²⁹ and training. They can be proved productive people for their country (Akbar, 2003).

³⁰ UNO announced 1981 as they international year of disabled person to spread the awareness among the countries
³¹ which have signed on "convention on the Rights of persons with disabilities 2006. It was demanded that all the
³² countries which are the part of signatory to make rare for the disabled people rights. Pakistan being signatory has
³³ taken a lot of steps for the welfare of disabled people. Pakistan declared its first policy, which name is "National
³⁴ Policy on the issue of disability" (Ahmed et al., 2011).

³⁵ Person who are disabled are uncounted in Pakistan. Disabled people face haunch problems rather than normal
³⁶ people. There is a lot of social business for disabled people. Even than there is no proper definition of disabled
³⁷ person. There are two definitions can be found in the national policy for special education. Disability means the
³⁸ lack of ability to perform an activity in a manner that is considered to be normal. A person with disability means
³⁹ a person who on account of injury, disease, or congenital. Deformity, is handicapped in undertaking any gainful
⁴⁰ profession or employment and includes persons who are visually impaired, hearing impaired, and physically
⁴¹ and mentally disabled. Definitions and classifications according to the Ministry of Women Development, Social
⁴² Welfare and Special Education, "Disability means the lack of ability to perform and activity in a manner, which
⁴³ is considered to be normal" (Ministry of Social Welfare and Special Education, 2002).

44 Comprehensive guide to various physical, mental and developmental disabilities and rehabilitation. Through-
45 out the world, there are millions of people who have some form of emotional, mental, or physical handicap
46 that can limit their activities to varying degrees. The terms disabled and differently abled are both preferable
47 terms to the outdated term handicapped. Disabilities can be the result of accidents, resulting in paralysis, brain
48 damage, etc., while some people are born with such afflictions as cerebral palsy, spina bifida, Down syndrome,
49 muscular dystrophy, blindness, etc. This guide offers disability facts, statistics, information and resources on
50 a list of disabilities covering several mental, physical, and emotional handicaps and the necessary assessment,
51 treatment for people with disabilities, and advocacy of it in both public and private arenas. Disability facts
52 and information for parents of children with physical disabilities and medical issues. Disability resources to
53 learn about accessibility, disabled assistance, developmental and learning disabilities in physically handicapped
54 children, disabilities rights and parenting kids with disabilities (Ridsdel, 2005) There is understandably the shock
55 and disbelief on learning that their child is in anyway disadvantaged or handicapped. It is very hard to accept
56 that this is so. And quite usual at the beginning for parents to block from their thoughts the fact that their child
57 is going to need extra help and will have to be cared for in a special way, perhaps for life. Some physical handicaps
58 are recognized from birth, some children develop an illness which produces them, while some disabilities are more
59 insidious and gradually become apparent as the child gets older and reaches different developmental milestones
60 (Curtis, 2008).

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

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

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

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

114 **3 II.**

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

118 **4 III.**

119 **5 Material and Methods**

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

125 The data were collected through pretested interview schedule survey. The collected data were analyzed by
126 using Statistical Package for Social Sciences (SPSS). Table 2 shows that about one-third i.e., 34.2 percent of
127 the respondents reported that their husbands were illiterate, while 17.5 percent of them were primary passed,
128 about one-fifth i.e., 20.0 percent of them were middle passed and 28.3 percent of the respondents' husbands had
129 Matric and above level of education. Table 3 indicates that a large majority i.e., 66.7 percent of the respondents
130 reported that their husband was first cousin before their marriage, while 17.5 percent of them were told that their
131 husbands were second cousins. Only 6.7 percent of the respondents told that their husbands were far relative,
132 another 6.7 percent of the respondents were married with in cast and 2.5 percent of them were married out of
133 caste. Table 4 indicates that about one-fourth i.e., 25.8 percent of the respondents reported that their child had
134 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
135 of age and 18.3 percent of the respondents told that their child had 13 and above years of age. So these results
136 reveals that majority of the disabled children had 7-12 years of age. Table 5 reveals that a majority i.e., 75.0
137 percent of the respondents reported that their family members look after their disabled child in their absence,
138 while 9.2 percent of them reported that they hired a maid for look after of disabled child, 10.0 percent of them
139 told that they sent their disabled child to 'day care center' and 5.8 percent of the respondents said that any others
140 look after their disabled child in their absence. Table 6 indicates that 37.5 percent of the respondents reported
141 that they faced problem 'to a great extent' in school pick and drop of their disabled child, while 28.3 percent of
142 them faced problem 'to some extent' in school pick and drop of their disabled child, whereas about one-third i.e.,
143 34.2 percent of the respondents never faced pick and drop problem of their disabled child. Table 7 indicates that
144 about a half i.e., 50.8 percent of the respondents were satisfied 'to a great extent', while 23.3 percent of them
145 were satisfied 'to some extent' with the learning ability of their disabled child, while about one-fourth i.e., 25.8
146 percent of them never satisfied with learning ability of their disabled child. Table 8 shows that about one-third
147 i.e., 34.2 percent of the respondents reported that their disabled child interested 'to a great extent' in school home
148 work, while 18.3 percent of them told that their disabled child interested 'to some extent' in school home work,
149 whereas a major proportion i.e., 47.5 percent of the respondents told that their disabled child never interested in
150 school home work. Table 9 indicates that a major proportion i.e., 40.0 percent of the respondents had thinking
151 'to a great extent' and about one-third i.e., 32.5 percent of them had thinking 'to some extent' that their disabled
152 child felt helpless hopeless. Whereas remaining 27.5 percent of the respondents reported that their disabled
153 child never felt helpless hopeless. Table 10 indicates that a huge majority i.e., 70.8 percent of the respondents
154 had thinking 'to a great extent' and 17.5 percent of them had thinking 'to some extent' that their disabled had
155 irritable and short tempered attitude, whereas 11.7 percent of the respondents told that their disabled had not
156 irritable and short tempered attitude. Table 11 shows that 22.5 percent of the respondents had thinking 'to a
157 great extent', while about one-fifth i.e., 20.0 percent of them had thinking 'to some extent' that the society had
158 cooperative attitude with disabled child, whereas a majority i.e., 57.5 percent of the respondents had thinking
159 that the society had not cooperative attitude with disabled children. Table 12 indicates that about one-third i.e.,
160 34.2 percent of the respondents had knowledge that the NGOs working for rehabilitation for disabled in their
161 area, while a large majority of the respondents had no knowledge about the NGOs working for rehabilitation for
162 disabled in their area.

163 **6 IV.**164 **7 Results and Discullson**

165 V.

166 **8 C**

167 Persons with disabilities also face multiple physical political social, economic, and handicaps, hampering their
 168 freedom of participation and development in society. These barriers include misunderstanding and stigmatization
 169 of the abilities and aspirations of persons with disabilities. There is also a pronounced lack of informational
 170 data, rules and regulations, rehabilitation centers, and mainstreaming and specialized services for persons with
 171 disabilities. It was found that most of the respondents belonged to low income families. It is concluded the cousin
 172 marriage is a cause of disability among children. Some children were goes to school willingly. It was found that the
 173 mother faced different problems from their disabled children i.e., pick and drop (65.8%), teaching (79.8%), lack of
 174 interest in education (47.5%), helpless hopeless (72.5%), lack of the disabled person. It is suggested that the Govt.
 175 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.



2

Figure 1: A 2 34

	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	

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

Figure 2:

176 1
177

3

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

Figure 3: Table 3 :

4

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

Figure 4: Table 4 :

1

Figure 5: Table 1 :

2

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

Figure 6: Table 2 :

5

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

Figure 7: Table 5 :

6

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

Figure 8: Table 6 :

7

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

Figure 9: Table 7 :

8

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

Figure 10: Table 8 :

9

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

Figure 11: Table 9 :

10

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

Figure 12: Table 10 :

11

Respondents' that the society had cooperative attitude with disabled children	thinking	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

Figure 13: Table 11 :

12

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

Figure 14: Table 12 :

178 Distribution of the respondents according to their thinking that the society had cooperative attitude with
179 disabled children.

180 Distribution of the respondents according to their knowledge about the NGOs working for rehabilitation for
181 disabled in their area

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