



"A Study of Anxiety in the Educated & Uneducated Families Due to Disabled Children"

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ABSTRACT

Objective of the study was to find out the anxiety in the educated and uneducated families due to disabled children. **Hypothesis:** 1. There are significant difference between uneducated and educated family of physically disabled children players with respect to anxiety. **Sample:** For the present study 240 Sample were belongings to in Jalna and Aurangabad Districts specific schools of mentally retarded children, schools of visually, physically and hearing impaired children were finalized for research work. **Tools:** S.C.A.T. originally developed by Sinha and Sinha (1969) was use to assess the 0 anxiety among S.S. The test comprised 90 items with forced choice responses alternative yes = 1 score and No = 0 Score. The possible score range from 0 to 90. The high of the score on the test the greater level of anxiety.. **Result:** There are significant difference between mean score of uneducated an educated family of physically disabled children ($F = 32.46$, $P < .05$), mean (34.70) and (20.55). The uneducated family of physically disabled Ss scoring higher the educated family of the physically disabled.

INTRODUCTION

We are living in the age of science & technology which is fast moving one. It is said that nobody is free from the grave tensions of this age. There are many problems in our everyday life, such as unemployment, physical and mental health, Terrorism, global warming neo-imperialism, poverty, etc. by all this problems our physical and mental health is affected and its consequences seem to be very serious. The disabled may affect the heath of healthy family there are many problems of such families may affect seriously the mental and physical health of the families. The life of such families may change completely and it will be tension anxiety to nature such children. The many parents of such children not care them due to many reasons. They may get depression and embarrassed and they consider children as a social stigma, because they may be ridiculed by people for being the parent of disabled children. The relationship of these families with society may be affected gravely by the anxiety of disabled child. So disabled children can become a great anxiety, which can result sever anxiety.

The parents who are educated and their children are disabled. may behavior different from those parents who have not educated. It is also observed that the mothers of such children may suffer from many emotional problems because they



have great emotional attachment with their children so the psychological effect on such father will be different from mother, the consequences of such children anxiety may result in lapse of mental health, bad effects on the personality, social behavior, abnormal family behavior etc.

Five studies on learning have been reported since 1974, when the first study was conducted for a **doctoral degree** in a department of psychology. Bhr. (1974) investigated auditory perceptual disorders in children with reference to language learning and tried to focus on the listening experience as the foundation of language acquisition. Syntactical complexities rather than auditory memory per se were found to be the critical factor in correct sentence repetition. Bhattacharya (1977) and Bhattacharya (1982) studied learning disabilities in algebra and arithmetic respectively. Rama (1984) studied diagnosis and remediation of dyslexia. An attempt was made to identify dyslexic children among Kannada readers, carry out error analysis, develop a remedial program and study its effectiveness. Desai (1985), the only funded study, purported to investigate learning disabilities in primary schools in Ahmedabad. Learning disabilities being language-based, it calls for research among different language groups. Considering the magnitude of the task, the limited research so far is insignificant.

Promila et al (1974) also found positive relationship between anxiety and disabled socio-metric status. Usha (1981) covered problems relating to education of the physically handicapped in the state of Karnataka. LATA, K., Impact of Parental Attitude on. Social, Emotional and Educational Adjustment of Normal and Handicapped students, Ph.D. Psy., Agra U., 1985. Mandal, B.B., The physically disabled in Bihar, Institute of Social research and Applied Anthropology, Calcutta, (N.D.) This is an evaluation of the scholarship scheme of the government of India for the physically disabled in Bihar.

Objective of the study: The present paper has specific objective and that is to study of Anxiety in the educated and uneducated families due to disabled children.

Hypotheses: There is significant difference between uneducated and educated family of physically disabled children players with respect to anxiety.

Sample: For the present study 120 Sample were belongings to in Jalna and Aurangabad Districts specific schools of mentally retarded children, schools of visually, physically and hearing impaired children were finalized for research work. Sampling technique was used.

Tools: S.C.A.T. originally developed by Sinha and Sinha (1969) was use to assess the 0 anxiety among S.S. The test comprised 90 items with forced choice responses alternative yes = 1 score and No = 0 Score. The possible score range from 0 to 90. The high of the score on the test the greater level of anxiety.

The test-retest and internal consistently reliabilities of the test were 0.92 and the co-efficient of validity was determined by computing the co-efficient between scores on comprehensive Anxiety Test and on Taylor's manifest anxiety scale It was 0.62 which is significant beyond 0.01 level of confidence.

Procedure of data collection: For collecting overall data, the S.C.A.T. was selected and used. I visited some villages and also specific schools to collect data. For that purpose, I took the S.C.A.T. of parents of physically / mentally retarded children



in schools and villages. To make this research work easier and convenient, I arranged "Parents Meetings" at schools with the help of concerned authorities. But, most of the parents were absent there. That's why; I decided to write down the list of parents of those children with full addresses and contacts, and also to meet them personally, whenever they are available for me. In doing so, some data was collected. To collect the remaining data. I met the lady teachers at various child schools. In some villages, I took the names, addresses of the parents (of physically disabled children) I met them and took the S.C.A.T. from educated parents; while, from uneducated parents, I asked overall questions to them, related to this test.

VARIABLE:-Independent Variable: - Education, parent gender, disabled.

Dependent Variable: - : Level of Family Anxiety

Statistical Analysis and Discussion 'f' showing the significance of difference between uneducated and educated family with respect to anxiety of physically disabled children.

Groups	Mean	SD	f
uneducated family of physically disabled children	34.70	15.92	32.460
Educated family of physically disabled children	20.55	10.52	

** Significant at 0.01 level, ** Significant at 0.05 level

The results related to the hypothesis have been recorded. Mean of anxiety score of uneducated family of physically disabled children is 34.70 and that of educated family of physically disabled children Mean is 20.55 The difference between the two mean is highly significant ($F = 32.46$, $P < .05$), mean (34.70) and (20.55). The uneducated family of physically disabled Ss scoring higher the educated family of the physically disabled.

Conclusion: : There are significant difference between mean score of uneducated and educated family with respect to anxiety of physically disabled children ($F = 32.46$, $P < .05$), mean (34.70) and (20.55). The uneducated family of physically disabled Ss scoring higher the educated family of the physically disabled.

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