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**Dr. Sarita Garg**

Assistant Profesaor,  
Digdarshika Institute of  
Rehabilitation & Research,  
Bhopal, Madhya Pradesh,  
India

**Kiran Ekka**

Research Scholar, M.Ed.  
Special, Digdarshika Institute  
of Rehabilitation & Research,  
Bhopal, Madhya Pradesh,  
India

**Correspondence**

**Dr. Sarita Garg**

Assistant Profesaor,  
Digdarshika Institute of  
Rehabilitation & Research,  
Bhopal, Madhya Pradesh,  
India

## Effect of counseling to the parents of intellectual disabled children on their adolescence problem

**Dr. Sarita Garg and Kiran Ekka**

### Abstract

The present +study experimentally investigates the effect of Counseling to the Parents of Intellectual Disabled children on their Adolescence problem. The sample of the study consist 10 parents of adolescence children with intellectual disabled. From Special need Education Center: Manovikas Vishesh vidhyalay Jagdalpur Dist Bastar. This study explores Parents understanding of Adolescence problem of Intellectual Disabled children before and after Counseling. Findings demonstrated that counseling enhances parental care, social skills as parental involvement, emotional adjustment. The researcher has examined the involvement and accepting behavior among the parents of adolescence with intellectually disabled children.

**Keywords:** Counseling, intellectual disabled children, adolescence problem

### Introduction

Etymologically, the term “Education” is believed to have derived from the Latin word “educare” and “educere” while educare means to “bring up” or “to nourish”, the word “educere” means “to bring forth” or “a population from the internal to external”. There are still others, who believe that the word has been derived from the Latin word “educatum”, which itself is composed of two terms ‘E’ and ‘duco’. ‘E’ implies a movement from inward to outward and ‘duco’ means developing or progressing.

**Plato:** - “Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of”. Special education is instruction that is specially designed to meet the unique needs of a child with a disability. This means education that is individually developed to address a specific child’s needs that result from his or her disability. Since each child is unique, it is difficult to give an overall example of special education. It is individualized for each child. A disability results from a medical, social, or learning difficulty that interferes significantly with the student’s normal growth and development, such as the ability to profit. In numerable types of disabilities that can affect a human being. Some of these conditions are more common than others. Some of the types of disabilities are recognized by the government in order to provide disability benefits to the needy ones. Often people wonder what the disabling conditions that are more prevalent. There are 21 disabilities that have been identified under the RPWD Act 2016 of India. Intellectual disability, also known as general learning disability and mental retardation (MR), is a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior covers a range of every day, social and practical skills.

### Children and adolescents with intellectual disability

Adolescence is a time of transition, involving multidimensional changes, namely biological, psychological and social. These changes occur simultaneously and at different paces for each adolescent. Transition for adolescents is not only biological, but it also includes emotional transition. Pandey and Agarwal wrote that even though transitions are almost normal as they happen often, it is, however, very challenging for adolescents moving into adulthood especially for those with intellectual disabilities who may remain wholly dependent on their parents for emotional wellbeing.

**Transition as a concept**

Transition occurs throughout life and is the processes faced by all humans, from birth, to adolescence and to adulthood, from being immature to mature and from being depended to independent.

**Transition of adolescents with intellectual disability**

Intellectual disability is characterized by several limitations in mental, emotional, cognitive and physical functioning. People with intellectual disabilities display very problematic behaviors that require attention at all times.

The transition with ID into adulthood is challenging in that they are expected to go through psychological and social maturation just like their able counterparts. There is a range of issues associated with transition of adolescents with ID in to adulthood. They include rehabilitation and education issues.

**Social challenges with transition of adolescents with intellectual disability.**

Lack of support and labeling of individuals with ID by communities are some of the challenges that affect adolescents with ID. These lead to isolation and loneliness. Other studies also reported that individuals with ID are ridiculed, not supported and unaccepted by the society they live in. Stigma and discrimination, especially in African countries where disability is associated with witchcraft and other supernatural causes, influence the way the individuals with ID are treated. Incidences of individuals with ID being locked in the houses and hidden from the larger society are still rife in some parts of Africa.

Adolescence with ID may not even have the opportunity to volunteer for some activities in their communities. Friendships and peer interactions are limited mostly because other peers with no ID may react negatively towards those with ID, and it is because they have differing conception of friendships.

**Occupational challenges with transition of adolescents with intellectual****Disability**

Adolescents with ID face many challenges, especially in developing countries. There are very few schools to adolescents with ID. The majority of them end at the seventh grade. This is especially true if they come from poor families who afford few private schools. In a study by Malapela, she found that out of 25 adolescents admitted in two special schools in South Africa, only one of them was given a vocational job after completion. In other countries, there are social grants with which these individuals and their families depend on, whereas in other countries where there are no disability grants, their livelihood is depended on their parents and families.

**Leisure challenges with transition of adolescents with intellectual disability**

It is generally believed that leisure promotes emotional and psychological wellbeing for individuals with ID. Leisure activities develop general skills and adaptive behaviors. However, in most countries leisure activities for individuals with ID are limited or non-existent. Lack of leisure or recreational activities leave the individual with ID to have television as an only option. For some who do have television, they spend most of the time in the house

watching movements of their people depending on the degree of their disability. For some, parents may not allow their adolescents with ID to play with others for fear that they would be hurt, mocked or ridiculed. Overprotective, which does not benefit the individual with ID as taking risks of being hurt is part of growing up. All these are daily challenges faced by these individuals.

**Parental challenges**

Literature has responded stress and depression for parents of adolescents with ID. Parents experience caregiver burden because in most cases they are left alone to care for their adolescence with no external assistance. In most instances, the parents are responsible for attending to all the activities of daily living for their adolescents with ID. A study conducted in United Kingdom by Rogers reported that parenting an individual with intellectual disability incapacitates the whole family. It puts more pressure and burden on the family as more attention is needed from parents and mothers of these individuals to assist them to achieve activities of daily living including bathing, feeding, mobility, toilet training, socializing and others. The caregiver burden is aggravated by lack of professional support and unavailability of services. The American Psychological association is of the view that where there is support and services the caregiver burden would be lessened. In other countries, where there is absence of such facilities or the lack of knowledge about their existence, then parental stress can be exacerbated.

Counseling is the service offered to the individual who is undergoing problem or needs professional help to overcome it. Shertzer and Stone (1971) have described the helping relationship as "the endeavor, by interaction with another person to contribute in a facilitating positive way to his improvement".

**Review of Related Literature of Research Study**

Karishma Edgar, Zahira Khalfan, Seema Sdruddin, Azim Zahir Ali, B.F. Skinner, January 2015 Recommendations 4 in this they have recommended that Parenting is a difficult task and being a parent of child with disability is challenging. Parents may face many challenges because of the disability and lack of awareness about disease. It has great psychological effect on parents. Thus purpose of writing this paper is to know how counseling can change the life of parents and children. There are multiple factors which influences the stresses in parent's life. Child disability is leading cause of Anxiety and depression in parents. If counseling of these parents is done they will be able to face these challenges and it will help them to cope. Thus through counseling parents are able to do better care of child, and will be able to lead a quality of life.

**Objectives of the Research**

- To study the effect of counseling to the parents of intellectual Disabled children on their adolescence problem.
- To make parents of children with intellectual disabled understand the concept of adolescence problem, Problem management, problem analysis, and recognize the reason for the problem.

**Research Method/Design**

For the present study, one-group pretest-posttest

experimental design was used to study the effect of counseling on attitude of parents of intellectual disabled children.

**Variable of Research Study**

In the study, the dependent, independent and demographic variables are as follows:-

- **Dependent Variable:** Adolescents problem.
- **Independent Variable:** Personal counseling of parents of adolescent children with intellectual Disabled.
- **Demographic Variable:** Parents of children.

**Tools of Research Study**

The tool which will be used in the study is a self-made test, which will include two parts.

**Hypothesis**

- There is no significant effectiveness of the counseling to the parents of intellectual Disabled children on their adolescence problem.
- There is no significant effectiveness of the of Counseling to the Parents of Intellectual Disabled children on their Care Components

- There is no significant effectiveness of the of Counseling to the Parents of Intellectual Disabled children on their Social Skill.
- There is no significant effectiveness of the of Counseling to the Parents of Intellectual Disabled children on their Emotional adjustment.

**Sampling Procedure of the study**

The sample of the study consist 10 parents of adolescence children with intellectual disabled. Special need Education Center: Manovikas Vishesh vidhyalay Jagdalpur Dist Bastar. The research sample selected by simple random sampling for the data collection from group of parents of adolescence children with intellectual disabled. All parents of adolescent problem children with Intellectual disabled area of Jagdalpur were considered as population of the study.

- a) In order to find the effectiveness of Counseling to the Parents of Intellectual Disabled children on their Adolescence problem of experimental group. By considering their pre- test and post-test scores. Three hypotheses were formed and tested .The results are presented in Table below.

**Table 1:** Effect of counseling to the Parents of Intellectual Disabled children on their Adolescence problem

Variable	Sample	Statistics	Scores before Counseling	Scores after Counseling
Adolescence problem	Parents of Intellectual Disabled children	Mean score	76.90	80.70
		S.D	6.38	5.90
		Calculated Z- Value	4.38	Significant

**Inferences**

Table reveals the effect of counseling to the Parents of Intellectual Disabled children on their Adolescence problem of experimental group. The Parents of experimental group obtained z- value 4.38 respectively. It is more than the critical value 2.58 significant at  $\alpha=0.05$  levels respectively. Thus the hypothesis “There is no significant effectiveness of

counseling to the Parents of Intellectual Disabled children on their Adolescence problem.” is rejected. It can be noted that the mean of the scores obtained in the pre-test is 76.90. The mean of the post-test scores is 80.70. Thus there is an increase in the mean of the scores obtained in the post-test. Parents counseling can reduce Adolescence problem of Intellectual Disabled children.

**Table 2:** Effect of counseling to the Parents of Intellectual Disabled children on their Care Components

Variable	Sample	Statistics	Scores before Counseling	Scores after Counseling
Care Components	Parents of Intellectual Disabled children	Mean score	22.80	24.80
		S.D	4.02	2.61
		Calculated Z- Value	4.30	Significant

Table reveals the effect of counseling to the Parents of Intellectual Disabled children on their Care Components of experimental group. The Parents of experimental group obtained z- value 4.30 respectively. It is more than the critical value 2.58 significant at  $\alpha=0.05$  levels respectively. Thus the hypothesis “There is no significant effectiveness of counseling to the Parents of Intellectual Disabled children

on their Care Components.” is rejected. It can be noted that the mean of the scores obtained in the pre-test is 22.80 The mean of the post-test scores is 24.80.. Thus there is an increase in the mean of the scores obtained in the post-test. Parents counseling can increase Care Components of Intellectual Disabled children.

**Table 3:** Effect of counseling to the Parents of Intellectual Disabled children on their Social Components.

Variable	Sample	Statistics	Scores before Counseling	Scores after Counseling
Social Skill	Parents of Intellectual Disabled children	Mean score	26.10	26.60
		S.D	2.46	3.86
		Calculated Z- Value	5.62	Significant

Table reveals the effect of counseling to the Parents of Intellectual Disabled children on their Social Skill of experimental group. The Parents of experimental group obtained z- value 5.62 respectively. It is more than the critical value 2.58 significant at  $\alpha=0.05$  levels respectively.

Thus the hypothesis “There is no significant effectiveness of counseling to the Parents of Intellectual Disabled children on their Social Skill.” is rejected. It can be noted that the mean of the scores obtained in the pre-test is 26.10 the mean of the post-test scores was 26.60. Thus there is an increase in

the mean of the scores obtained in the post-test. Parents counseling can increase Social Skill of Intellectual Disabled

children.

**Table 4:** Effect of Counseling to the Parents of Intellectual Disabled children on their Emotional Components

Variable	Sample	Statistics	Scores before Counseling	Scores after Counseling
Emotional adjustment	Parents of Intellectual Disabled children	Mean score	28.00	29.30
		S.D	1.69	1.15
		Calculated Z- Value	2.98	Significant

Table reveals the effect of counseling to the Parents of Intellectual Disabled children on their Emotional adjustment of experimental group. The Parents of experimental group obtained z- value 2.98 respectively. It is more than the critical value 2.58 significant at  $\alpha=0.05$  levels respectively. Thus the hypothesis “There is no significant effectiveness of counseling to the Parents of Intellectual Disabled children on their Emotional adjustment.” is rejected. It can be noted that the mean of the scores obtained in the pre-test is 28.00 the mean of the post-test scores was 29.30. Thus though there is an increase in the mean of the scores obtained in the post-test. Parents counseling can increase Emotional adjustment of Intellectual Disabled children.

**Discussion**

The study focuses on the counseling and appropriate knowledge related to intellectual disabled adolescence children and their situation. The study result enhances effect of counseling mainly on three components, they are as follows: - parental care, social skills as parental involvement, emotional adjustment. The researcher has examined the involvement and accepting behavior among the parents of adolescence with intellectually disabled children, which were relevant to focus of inquiry of the study.

**a) Result - I**

Discussion: - From the result, it can be noted the mean of score obtained in the pre-test is less than the post-test score. So, it can be said a positive effect of counseling was found on attitudes of parents towards their disabled children. Parents started giving more attention/help during their child’ transition period of adolescence. Parents arrange the restrictions in good way for well being of their children.

**b) Result - II**

Discussion:-From the result, it can be noted that there is significant effect and the mean of score of post-test is increased from the pre-test score. Thus score is a slight positive effect seen on care/help of parents towards their adolescence intellectual disabled children. Parents encourage their child in a positive manner. Parents involved their child instead of neglect them.

**c) Result – III**

Discussion: - From the result, it can be noted that the counseling do make a significant effect but it can increase mean of score of post-test. Therefore, the result states that there is a little but positive effect on social skills of parents towards their intellectually disabled children. Parents understand the importance of participation of their disabled child in society. Parents starts to take their special child out in community without feeling of ashamed or awkwardness.

**d) Result – IV**

Discussion: - From the result, it can be noted the mean of score of pre-test and post-test has an increased difference. Thus, it can state there is positive effect of counseling on emotional adjustment of parents towards their intellectually disabled children. Parents understood their child is in the transition period of adolescence and he or she has some specific needs and moods. Parent’s response is now in positive manner on their child’s irritable behaviors.

**Suggestion**

- Appropriate training should be given to the parents of adolescence children with intellectual disability on their adolescence issues.
- Parents counseling sessions should be taken continuously.
- Providing counseling should be given individually or in group or through the workshops.
- Advice should be given to parents for positive attitude towards their children.
- Parents should be encouraged for providing a positive environment to their children.
- Parents should be encouraged to develop social-emotional bonding towards their disabled children.
- There should have better communication between parents and intellectual disabled children.
- Parents should provide some training for their children for job purpose in future.
- Parents should understand the interest and capabilities of their intellectual disabled children.

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