

# Comparative Study on Dysfunctional Attitudes among Parents having Children with Intellectual Disability and without Intellectual Disability

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**Abstract:** According to cognitive therapy one reason to blame themselves is that they are programmed to do so because of negative and distorted cognition. The maladaptive impact of excessive parental self blame and guilt and self blame in parents of children with disabilities are associated with the depression, helplessness, hopelessness, and low self-esteem. Guilt and self-blame in parent of children with disabilities are also believed to disrupt parental achievement to the children, effective parenting, healthy family system, and ability to parents to take care of their own needs (Nixon and Singer 1993). Aim of this study to compare the dysfunctional attitudes among parents having children with intellectual disability and without intellectual disability. Participants consisted of purposively selected 60 parents (30 parents) children with intellectual disability, 30 parent's children without intellectual disability. Data was collected using Dysfunctional Attitude Scale (Form-A) (1978) The results revealed that there was significant difference between parents having children with intellectual disability and without intellectual disability, but there is no significant difference between mother having children with intellectual disability and without intellectual disability. There is no significant difference with respect to parents Age, Gender, Education, and Income. That means disability is affected on parents attitudes.

**Keyword:** Dysfunctional attitudes, Intellectual Disability.

## 1. Introduction

According to the cognitive theory of depression (Beck at al 1970) depressive schemas and core beliefs represent cognitive vulnerability and are activated by the negative life events; once activated, they lead to the generation of negative automatic thoughts depressed people harbor negative thoughts about self, world and futures this cognitive triad underlying specific depressive symptoms (Beck 1967,76,87). Once activated dysfunctional schemes and core beliefs produce systematic errors in thinking among the most frequent. In the literature of psychology, the terms affect and feeling are used interchangeably. An individual who has associated positive affect or feeling with some psychological objects is said to like the object or to have a favorable attitude towards the object. An individual who has associated negative affect with the some psychological object would be said to dislike the object or to have an unfavorable attitude toward the object.

A person's attitude about an object can be estimated in that the valuation of the attributes connected with the object is multiplied by the subjective probability with which the person assumes that the relevant beliefs process this attribute, than the person's attitude about a behavior can be estimated in the valuation of each of the behavior consequences is multiplied by the subjective probability with which the person assumes that the behavior will lead to this consequences the products for all the relevant beliefs being again aimed up.

To show the effect of irrational beliefs on emotional disturbances, Eills (1962, 1973) has pointed out the fact that the family and other institutions of a culture directly or indirectly indoctrinate individuals with value and beliefs, which are neither consistent nor sensible, many sociologists and anthropologists have documented this introjections of culture values and this sources of an individual's belief and values is now widely recognized (Cuber, Harper & Kenkel, 1956, Labarre, 1955). Cognitive distortion involves that the thinking process by which a person comes to a particular appraisal and distortion that create unrealistic and rigid standard. Research suggesting that excessive self-blame may reflect a desire to gain some perceived negative events (Wortman 1976). Parent of Child with disability they think negative, about self, world. And its contributed to cognitive distortion, ones create distortion its lead to self blame, guilt and dysfunctional thought, attitudes. Those are lead to the depression. Parent of child with disability having the feeling of depression, overreaction. Negative and distorted cognitive having those parents cognitive restructuring of automatic thoughts, cognitive distortions, and dysfunctional schema would be very effective. Purpose of this study to compare the dysfunctional attitude among parent having children with intellectual disability and without disability. The objective of this study to compare the dysfunctional attitude among parent having children with intellectual disability and without intellectual disability. In addition, to compare the dysfunctional attitude among mother, dysfunctional attitude among father having children with intellectual disability and without intellectual disability with respect to their demographic variable age, gender, education and income. The hypothesis of this study there is no significant difference

in dysfunctional attitude between among parent having children with disability and without disability .and there is no significant difference between among mother, among father having children with intellectual disability with respect to age, gender, education and income.

**2.Methodology**

Sample size was 60 (30 parents having children with intellectual disability and 30 parents having children). The study was conducted on national institute for the mental handicapped, Secunderabad. The participants of this study were parents having children with disability registered in NIMH, and parents having children without disability in Hyderabad- Secunderabad twin city.

**3.Measurement**

Dysfunctional Attitudes Scale (From-A) (Weissman (1978) The DAS has 40-item instrument that is designed to identify and measure cognitive distortions, particularly distortions that may relate to or cause depression. The items contained on the DAS are based on Beck’s cognitive therapy model and present 7 major value systems: Approval, Love, Achievement, Perfectionism, Entitlement, Omnipotence, and Autonomy.

**4.Scoring**

Any items that are missing, assign a zero. To obtain the overall score, simply add the score on all items (ranging from 1 to 7). When no items are omitted, scores on the DAS range from 40 to 280. Lower scores represent more adaptive beliefs and fewer cognitive distortions. Practitioners can also examine other areas where respondents may be emotionally vulnerable or strong as indicated by their responses to other specific items. If totally agree = +1 than the next category, agree very much=+2, etc, totally disagree =+7. The following item are scored in the adaptive way if a “totally agree response” is given : = 2, 6, 12, 17, 24, 29, 30, 35, 37 and 40.totally agree =1, agree very much =+2 ,agree lightly =+3 , neutral =+4, disagree =+5, disagree very much =+6, and totally disagree =+7. All the other items of the DAS are scored in the reverse direction of what is stated in number 2 above i.e.; totally disagree=+1, totally agree =+7.

**5.Procedure**

Data was collected from the parents based on demographic variables and parents in face-to-face individual setting filled up Questionnaire.

**6.Results and Discussion**

The statistical method was used to analysis the data as follows for the socio demographic data and descriptive statistical methods used. Mean and SD was calculated. t-test and ANOVA for compare the means of two groups.

**Table 1:** compares dysfunctional attitudes among parent having children with intellectual disability and without intellectual disability

Levene's Test for Equality of Variances		t-test for Equality of Means			
F	Sig.	t	Df	Sig. (2-tailed)	Std. Error
6.790	.012	1.238*	58	.221	.135
		1.238*	50.305	.221	.135

P< 0.05\*, P >0.01\*\*

Table 1 shows t -value shown their levels of dysfunctional attitudes group of parents df =58 (degree of freedom), p<0.05, 1.238 =Significant. Statistical analysis reveals that there is no significant difference for dysfunctional attitudes among group of parents having children with intellectual disability and without intellectual disability.

**Table 2:** comparison of dysfunctional attitude between mothers was having children with intellectual disability and mother having children without intellectual disability.

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
DAS score	Equal variances assumed	.866	.360	2.002	28
	Equal variances not assumed			2.002	23.384

P< 0.05\*, P >0.01\*\*

Table 2 shows that t -value shown dysfunctional attitudes of mother df =28(degree of freedom), p>0.05, 2.002 = Not Significant. Statistical analysis reveals that there was no significant difference in dysfunctional attitudes among mothers having children with intellectual disability and without intellectual.

**Table 3:** Dysfunctional attitudes of fathers having children with intellectual disability and without intellectual disability

Levene's Test for Equality of Variances		t-test for Equality of Means			
F	Sig.	T	Df	Sig. (2-tailed)	Std. Error Difference
.059	.811	1.006	28	.323	10.400
		1.006	27.995	.323	10.400

P< 0.05\*, P >0.01

Table 3 - t -value shown dysfunctional attitudes of father df =28(degree of freedom), p<0.05, No Significant. Statistical analysis reveals that there was no significant difference for dysfunctional attitudes among fathers having children with intellectual disability and without intellectual disability.

**Table 4:** Comparison dysfunctional attitudes among parent having children with intellectual disability and without intellectual disability with respect to gender

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.817	1	.817	3.082	.084
Within Groups	15.367	58	.265		
Total	16.183	59			

P< 0.05\*, P >0.01\*\*

Dysfunctional attitudes respect to gender of parents df=59(degree of freedom), p>0.05, .084= Not Significant.

Statistical analysis reveals that there was no significant difference between dysfunctional attitudes of parents respect to gender.

**Table 5:** Dysfunctional attitudes of the parents with respect to their Education

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.397	2	.199	.717	.493
Within Groups	15.786	57	.277		
Total	16.183	59			

P < 0.05\*, P > 0.01\*\*

Parents dysfunctional attitudes with respect to education of parents df=59(degree of freedom), p>0.05, .493= Not Significant.

Statistical analysis revealed that there was no significant difference between dysfunctional attitudes among parents with respect to education

**Table 6:** ANOVA score for Dysfunctional attitudes among parents with respect to their age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.019	1	.019	.068	.796
Within Groups	16.165	58	.279		
Total	16.183	59			

P < 0.05\*, P > 0.01\*\*

df =59(degree of freedom), p>0.05, .068= Not Significant. Statistical analysis revealed that there was no significant difference between dysfunctional attitudes among parents having children with intellectual disability with respect to age.

**Table 7:** ANOVA score for dysfunctional attitudes among parents having children with intellectual disability and without intellectual disability with respect to their income

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.034	2	.017	.060	.942
Within Groups	16.150	57	.283		
Total	16.183	59			

P < 0.05\*, P > 0.01\*\*

Parents dysfunctional attitudes with respect to income of parents df =59(degree of freedom), p>0.05, .060= Not Significant. Statistical analysis revealed that there was no significant difference between dysfunctional attitudes among parents having children with intellectual disability and without intellectual disability with respect to income

## 7. Discussion

The present study revealed that there was significant difference between dysfunctional attitudes among parent having children with intellectual disability and without intellectual disability. The study was reported that dysfunctional parental attitudes that contributes to school learning and behavior disorders. (Rosalyn, Steven, & Kathryn Dreizen, et, all 1981). There was no significant difference between dysfunctional attitude among mothers having children with intellectual disability and without intellectual disability. A study reported the same results

conducted by Lina shah, Karachi (2003) They found that mother dysfunctional attitudes and depressive symptoms of adult children are positive correlation between mother dysfunctional attitudes should more positive symptoms of adult son's compared to adult daughter's of furthermore it was revealed that the correlation between mother's dysfunctional attitudes and depressive symptoms of adult children. In addition, the last finding was there was no significant difference between dysfunctional attitude among parent having children with intellectual disability and without intellectual disability with respect to their demographic variables age, education, gender, and income.

Dysfunctional attitude is negative attitude about the world or self. Dysfunctional attitude depend on the childhood experiences or events. Disabled child parent have the dysfunctional attitude because they are not positively cope up with the situation or they have felling of guilt, shame, acceptance about the child or because of me only its happen those felling are contributed to dysfunctional attitude.

## 8. Conclusion

To conclude this research finding reveals that there was significant difference between dysfunctional attitudes among parents having children with intellectual disability and without intellectual disability. But there was no significant difference between dysfunctional attitudes among mother having children with intellectual disability and without intellectual disability. There was no significant difference between dysfunctional attitudes among father having children with intellectual disability and without intellectual disability with respect to demographical variables Age, Gender, Education, Income.

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