

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study, which are interpreted from the data collected for the research and analyzed in accordance with the study's objectives.

Data collected was first coded and entered in a master data sheet and then analyzed using SPSS 22.0 version. Data was checked for normal distribution by applying Kolmogorov-Smirnov test. As data of all dependent variables viz child's adaptive, parental self-efficacy and mental well-being were not normally distributed, Mann-Whitney test was used to compare means between experimental and control group. Furthermore, Friedman test was used to find the difference within the groups.

Organization of findings

The analyzed data were organized and presented according to the objectives of the study.

Table 6: Comparison of socio-demographic characteristics of children between groups.

n=160

Sample Characteristics		Experimental Group <i>n</i> =80		Control Group <i>n</i> =80		X ²	p value
		Frequency	Percentage	Frequency	Percentage		
Age (Years)	5 to 8	40	50.0	49	61.2	2.051	0.15
	9 to 12	40	50.0	31	38.7		
Gender	Male	51	63.7	53	66.2	0.110	0.740
	Female	29	36.2	27	33.8		
Level of Intellectual Disability	Mild	46	57.5	46	57.5	0.000	1.00
	Moderate	34	42.5	34	42.5		
Duration of Attending special school	1 to 3 Years	43	53.8	37	46.2	0.900	0.34
	4 to 6 Years	37	46.3	43	53.7		

Note: Fisher's exact/ Chi square $p < 0.05$

Table 6 depicts that most of children with IDD in experimental **50% (n=40)** and in control group **61.2% (n=49)** were in the age group of five to eight years. The most of children with IDD in experimental **63.7% (n=51)** and in control group **66.2% (n=53)** were males, majority of children in both groups **57.5% (n=46)** had mild category of ID, most of children in both groups **57.5% (n=46)** exhibited mild category of ID, maximum number of children with IDD attended the special schools since one to three years in experimental **53.8%** whereas in control group **53.7 % (n=43)** attended the special schools since three to six years.

All demographic variables of children with IDD were similar in both groups therefore, both the groups were homogenous.

Table 7: Comparison of socio demographic characteristics of parents between groups.

n=160

Sample Characteristics		Experimental Group <i>n</i> =80		Control Group <i>n</i> =80		X ²	p value
		Frequency	Percentage (%)	Frequency	Percentage (%)		
Parent's Relationship with child	Mother	68	85.0	64	80.0	0.693	0.405
	Father	12	15.0	16	20.0		
Age of Father (Years)	25-35	58	72.5	64	80.0	1.242	0.26
	36-45	22	27.5	16	20.0		
Age of Mother (Years)	25-29	20	25.0	23	28.8	0.947	0.62
	30-34	47	58.0	48	60.0		
	35-39	13	16.3	9	11.3		
Religion	Hindu	69	86.2	73	91.2	4.36	0.113
	Muslim	11	13.8	05	06.2		
	Sikh	00	00.0	02	02.5		
Place of residence	Urban Area	76	95.0	73	91.2	0.87	0.349
	Rural Area	04	05.0	07	08.8		
Type of family	Joint Family	19	23.8	15	18.8	0.59	0.440
	Nuclear Family	61	76.2	65	81.2		
Monthly Income (in Rupees)	20,000-40,000	61	76.3	59	73.7	0.133	0.71
	41,000-60,000	19	23.8	21	26.3		
Mother's education	Primary	14	50.0	14	50.0	0.273	0.872
	High school	31	47.7	34	52.3		
	Graduation or above	35	52.2	32	47.8		

Mother's employment status	Unemployed	69	86.3	68	85.0	0.51	0.822
	Private	11	13.7	12	15.0		
Father's education	Graduation	45	59.0	40	50.0	6.309	0.043*
	High school education	35	56.3	34	42.5		
	Primary education	00	00.0	06	07.5		
Father's employment status	Govt.	18	48.6	13	16.25	1.00	0.317
	Private	62	50.4	67	83.75		

Note: Fisher's exact/ Chi square test, $p < 0.05$

Table 7 depicts that majority of parents in experimental group **85% (n=68)** & in control group **80% (n=64)** were mothers, maximum number of fathers in experimental **72.5% (n=58)** and in the control group **80% (n=64)** fell within the age range of 25 to 35 years, maximum number of mothers in experimental group **58% (n=47)** and in control group **(60%) (n=48)** were between ages group 30 to 34 years, majority of parents in experimental group **(86.2%) (n=69)** and in control group **91.2% (n=73)** belonged to Hindu religion, majority of them in experimental **95% (n=76)** and in control group **91.2% (n=73)** resided in urban area, majority of parents in experimental group **76.2% (n=61)** and in control group **81.2% (n=65)** were living in nuclear family, most mothers in the experimental **86.3% (n=69)** and in control group **85% (n=68)** were unemployed while a significant number of fathers in experimental group **50.4% (n=62)** and in the control group **83.75% (n=67)** were employed in private sector job.

All socio-demographic variables of parents with IDD were similar in both groups except father's education ($p=0.043$). Therefore, both the groups were homogenous.

Objective 1: To determine the effectiveness of parenting skill program on child's adaptive behavior.

H0: There would be no significant difference in child's adaptive behavior score between the experimental and control group after the implementation of Parenting skill program at $<p0.05$ level.

Table 8: Comparison of child's adaptive behavior score between the groups.

n=160

Level of Adaptive Behavior of children	Score Range	Experimental Group <i>n=80</i>		Control Group <i>n=80</i>		X ²	p value
		<i>n</i>	Percentage (%)	<i>n</i>	Percentage (%)		
Mild	50-70	28	(35%)	26	(32.5%)	0.112	0.738
Moderate	35-49	52	(65%)	54	(67.5%)		

Note: Fisher Exact test/Chi Square test, $p < 0.05$

Table 8 depict that maximum number of children with IDD in both the experimental group 65% ($n=52$) and control group 67.5% ($n=54$) were in the moderate category of ID. Both the groups were compared for homogeneity in terms of level of adaptive behavior of children.

Chi-square test was found to be 0.112 ($p=0.738$). The results revealed no significant difference between the groups with regard to adaptive behavior of children. Therefore, it could be inferred that both groups were similar in terms of adaptive behavior of children.

Table 9: Comparison of the category of child’s adaptive behavior between the groups

n=160

			Experimental Group (<i>n</i> =80)				Control Group (<i>n</i> =80)			
Variable	Category	Score Range	Baseline	6 th Month	9 th Month	12 th Month	Baseline	6 th Month	9 th Month	12 th Month
			<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Child Adaptive Behavior	Mild	50-70	28 (35)	60 (75)	62 (77.5)	62 (77.5)	26 (32.5)	26 (32.5)	26 (32.5)	26 (32.5)
	Moderate	35-49	52 (65)	20 (25)	18 (22.5)	18 (22.5)	54 (67.5)	54 (67.5)	54 (67.5)	54 (67.5)

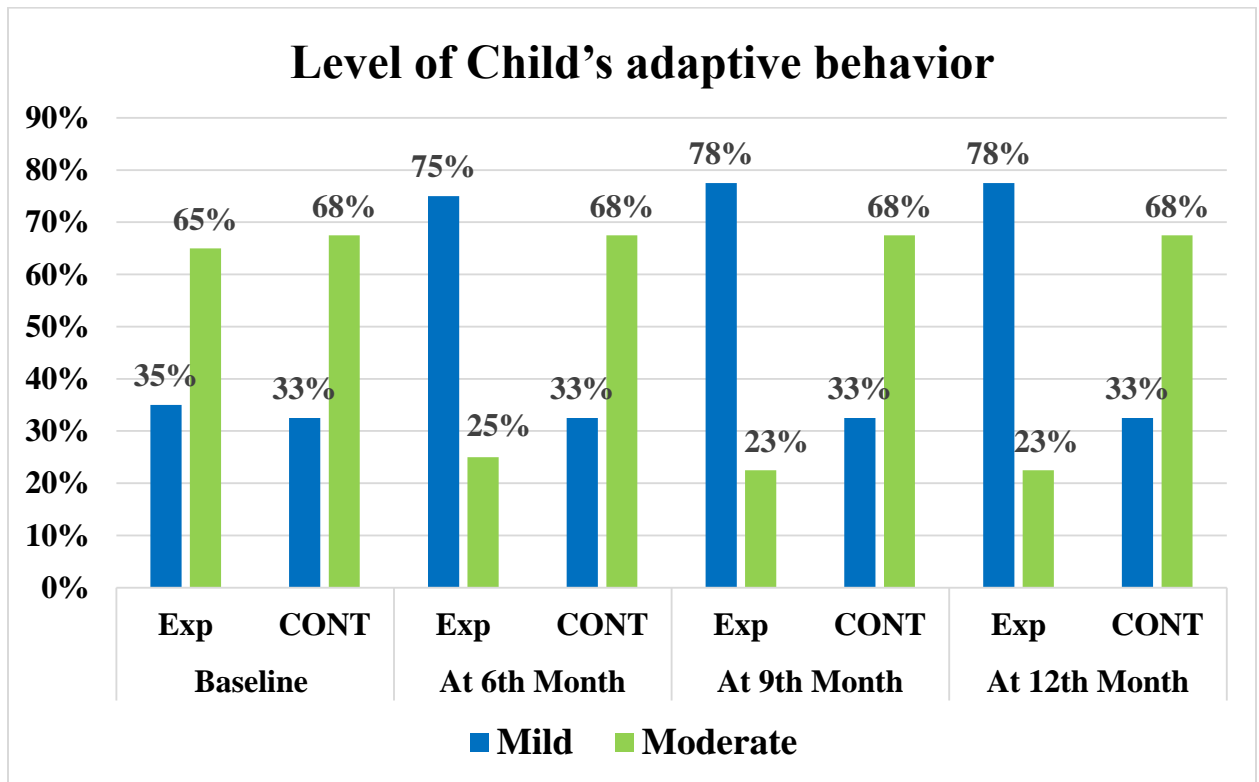


Fig. 5: Bar graph representation of comparison of the level of child’s adaptive behavior between groups.

Table 9 and fig. 5 depict that the number of children decreased in moderate category and increased in mild category after the intervention in experimental group showing effectiveness of the intervention.

Table 10: Comparison of mean of child's adaptive behavior score between groups

n=160

Variable	Assessment	Experimental Group (<i>n</i> =80)	Control Group (<i>n</i> =80)	Mean Difference	p value (Mann Whitney U Test)
		Mean ± SD	Mean ± SD		
Child Adaptive Behavior	Baseline Assessment	46.362±8.09	45.60±7.78	0.76	0.543
	Post Test 1 6 th month	53.425±8.95	45.60±7.78	7.82	0.001*
	Post Test 2 9 th month	52.850±9.77	46.15±7.96	6.70	0.001*
	Post Test 3 12 th month	55.288±8.87	45.63±7.76	9.65	0.001*
	Friedman Value	163.040	6.000		
	p value	0.001	0.112		

Note: df=3 *Significant p<0.05

Table 10 shows significant increase in mean posttest score of adaptive behavior of children, at 6th month 53.425 ±8.95, 9th month 52.850±9.77 and 12th month 55.288±8.87 in experimental group (F=163.040, p 0.001) compared to control group (F=6.000, p 0.112) concluding that the parenting skill program was beneficial in improving adaptive behavior of children.

Thus, researcher rejected the null hypothesis and accepted the research hypothesis.

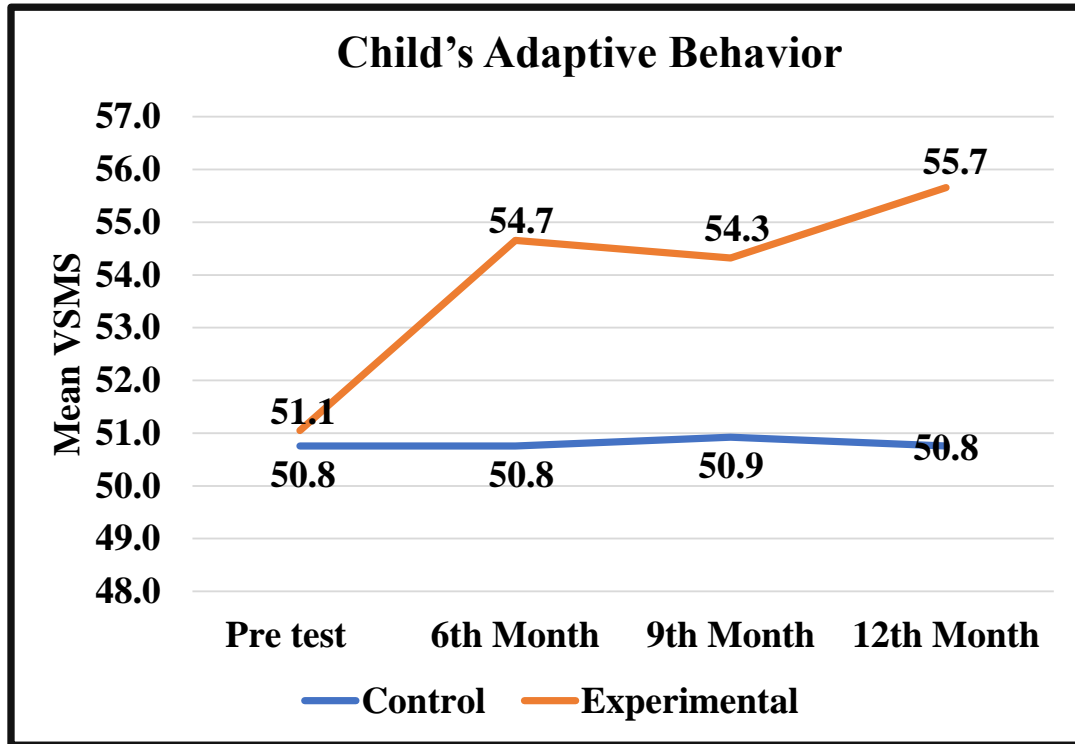


Fig. 6: Line Graph showing the mean of child's adaptive behavior score between the groups

Comparison of adaptive behavior domain between groups.

Table 11: Comparison of mean of adaptive behavior of children for self-help general domain between experimental and control group.

n=160

Self-Help General (SHG)	Experimental Group (<i>n</i> =80)		Control Group (<i>n</i> =80)		Z-value	p-value (Mann-Whitney U test)
	Mean ± SD	Median (IQR)	Mean ± SD	Median (IQR)		
Baseline Assessment	11.6 ± 1.2	11.8 (10.5 - 12.5)	11.5± 1.3	12.0 (10.5 - 12.5)	-0.348	0.728
Post Test 1 6th month	12.2 ± 1.3	12.5 (11.5 - 13.4)	11.5± 1.3	12.0 (10.5 - 12.5)	-2.856	0.004*
Post Test 2 9th month	12.2± 1.2	12.5 (11.5 - 13.4)	11.6± 1.3	12.0 (10.5 - 12.5)	-2.793	0.005*
Post Test 3 12th Month	12.1± 1.3	12.5 (11.0 - 13.0)	11.5± 1.3	12.0 (10.5 - 12.5)	-2.861	0.004*
(Friedman Value)	63.1		16.6			
df	3.0		3.0			
p value	0.001*		0.213			

*Significant **p<0.05**

Table 11 and fig. 7 show that Child's adaptive behavior score for self-help general domain increased after implementing parenting skill program in experimental group at 6th month, 9th month and 12th month compared to control group concluding that parenting skill program was effective.

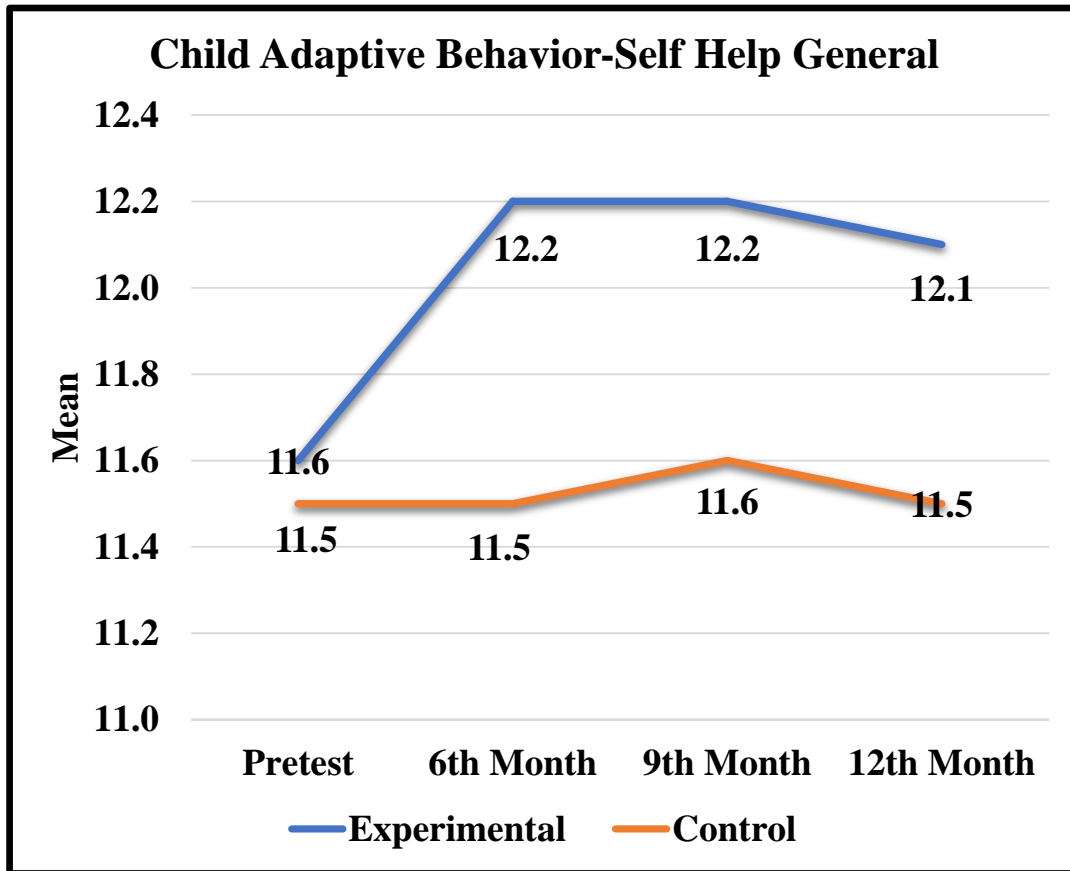


Fig. 7: Line Graph representing mean of child's adaptive behavior for self-help general domain between the groups

Table 12: Comparison of mean of adaptive behavior of children for self-help eating domain between the groups

n=160

Self-Help Eating (SHE)	Experimental Group (<i>n</i> =80)		Control Group (<i>n</i> =80)		Z-value	p-value (Mann-Whitney U test)
	Mean ± SD	Median (IQR)	Mean ±SD	Median (IQR)		
Baseline Assessment	7.9±1.1	8.0(7.0 - 8.5)	7.7±1.2	7.5(6.6 - 8.5)	-0.855	0.393
Post Test 1 6 th month	8.4±0.9	8.5(7.5 - 9.0)	7.7±1.2	7.5(6.6 - 8.5)	-3.550	0.001*
Post Test 2 9 th month	8.4±1.0	8.5(7.5 - 9.0)	7.8±1.1	8.0(7.0 - 8.5)	-3.188	0.001*
Post Test 3 12 th Month	8.6±1.1	8.5(7.5 - 9.5)	7.7±1.2	7.5(6.6 - 8.5)	-4.419	0.001*
Test Value (Friedman Value)	103.6		2.3			
df	3.0		3.0			
p value	0.001*		0.503			

*Significant $p < 0.05$

Table 12 and fig 8 show that adaptive behavior score of children for self-help eating domain increased after implementing parenting skill program in experimental group at 6th month, 9th month and 12th month compared to control group concluding that parenting skill program was effective.

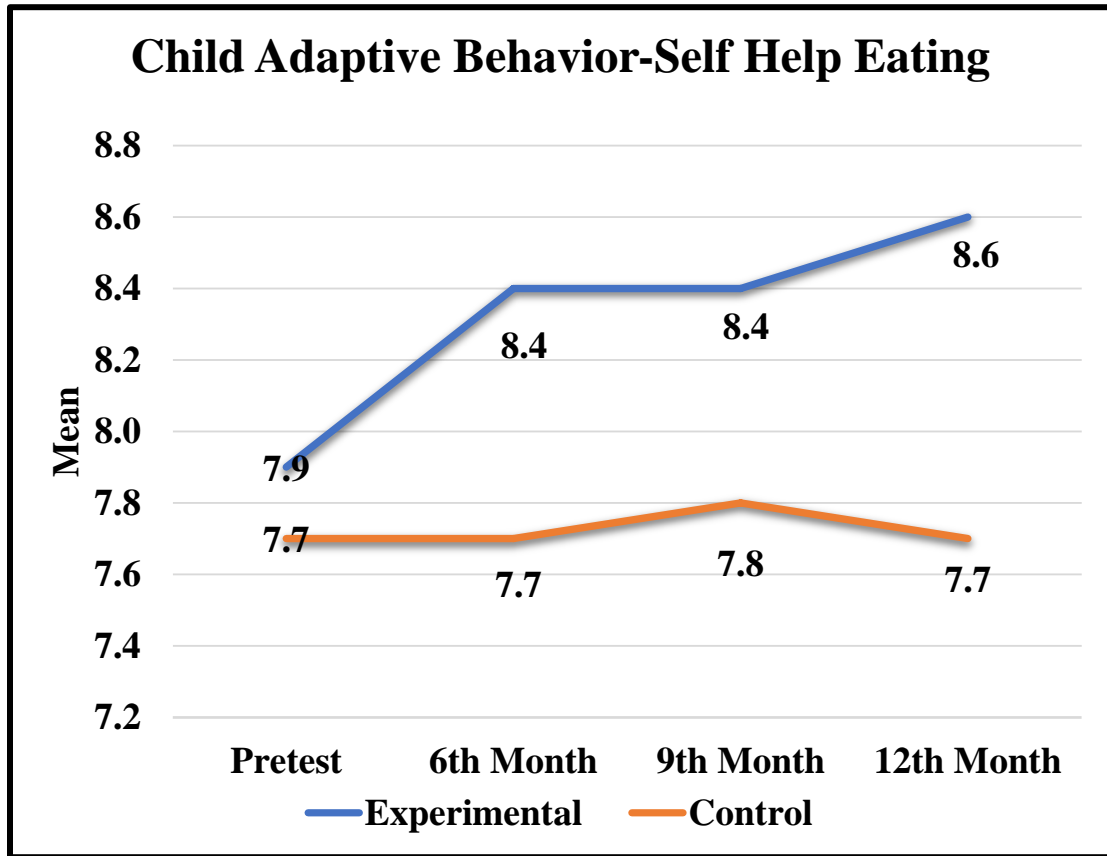


Fig. 8: Line Graph representing mean of child's adaptive behavior for self-help eating domain between the groups

Table No. 13: Comparison of mean of adaptive behavior of children for self-help dressing domain between experimental and control group.

n=160

Self-Help Dressing (SHD)	Experimental Group (n=80)		Control Group (n=80)		Z-value	p-value (Mann-Whitney U test)
	Mean ± SD	Median (IQR)	Mean ± SD	Median (IQR)		
Baseline Assessment	6.2±1.7	6.0 (4.5 - 7.5)	6.0±1.9	6.0 (4.5 - 8.0)	-	0.761
Post Test 1 6 th month	7.3±1.5	7.5 (6.5 - 8.5)	6.0±1.9	6.0 (4.5 - 8.0)	-	0.001*
Post Test 2 9 th month	7.3±1.6	7.5 (6.0 - 8.5)	6.0±1.7	6.0 (4.5 - 7.5)	-	0.001*
Post Test 3 12 th Month	7.9±1.5	8.0 (7.0 - 9.0)	6.0±1.9	6.0 (4.5 - 8.0)	-	0.001*
(Friedman Value)	133.2		0.7			
df	3.0		3.0			
p value	0.001*		0.880			

***Significant p<0.05**

Table 13 and fig 9 show that adaptive behavior score of children for self-help dressing domain increased after implementing parenting skill program in experimental group at 6th month, 9th month and 12th month compared to control group concluding that parenting skill program was effective.

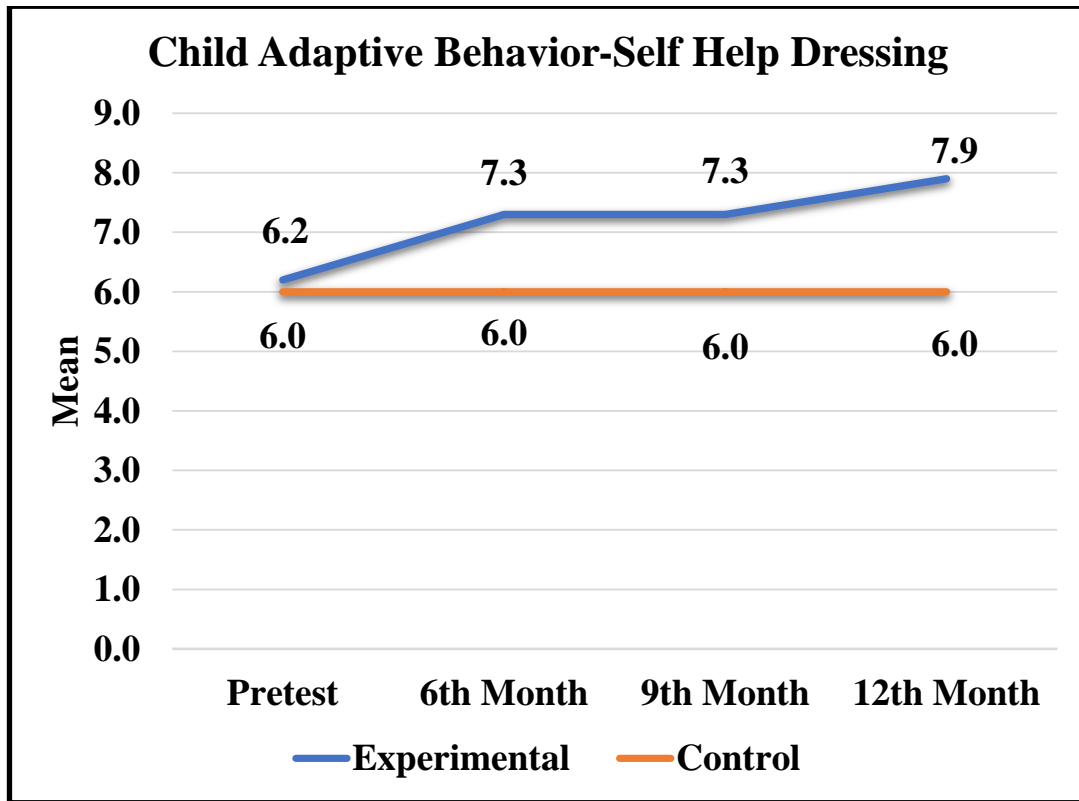


Fig 9: Line Graph representing the mean of child’s adaptive behavior for self-help dressing domain between the groups

Table 14: Comparison of mean of adaptive behavior of children for self-direction domain between groups.

n=160

Self-Direction (SD)	Experimental Group (<i>n</i> =80)		Control Group (<i>n</i> =80)		Z-value	p-value (Mann-Whitney U test)
	Mean ± SD	Median (IQR)	Mean ± SD	Median (IQR)		
Baseline Assessment	0.8±0.9	0.5 (0.0 -1.0)	0.7±0.9	0.5 (0.0 - 1.0)	- 0.011	0.991
Post Test 1 6 th month	0.7±0.8	0.5 (0.0 - 1.0)	0.7±0.9	0.5 (0.0 - 1.0)	- 0.385	0.700
Post Test 2 9 th month	0.7±0.8	0.5 (0.0 - 1.0)	0.7±0.9	0.5 (0.0 - 1.0)	- 0.288	0.773
Post Test 3 12 th Month	0.7±0.8	0.5 (0.0 - 1.0)	0.7±0.9	0.5 (0.0 - 1.0)	- 0.043	0.966
(Friedman Value)	3.8		2.4			
df	3.0		3.0			
p-value	0.280		0.491			

p<0.05

Table 14 and fig 10 show that adaptive behavior score of children for self-direction domain increased after implementing parenting skill program in experimental group at 6th month, 9th month and 12th month compared to control group concluding that parenting skill program was effective.

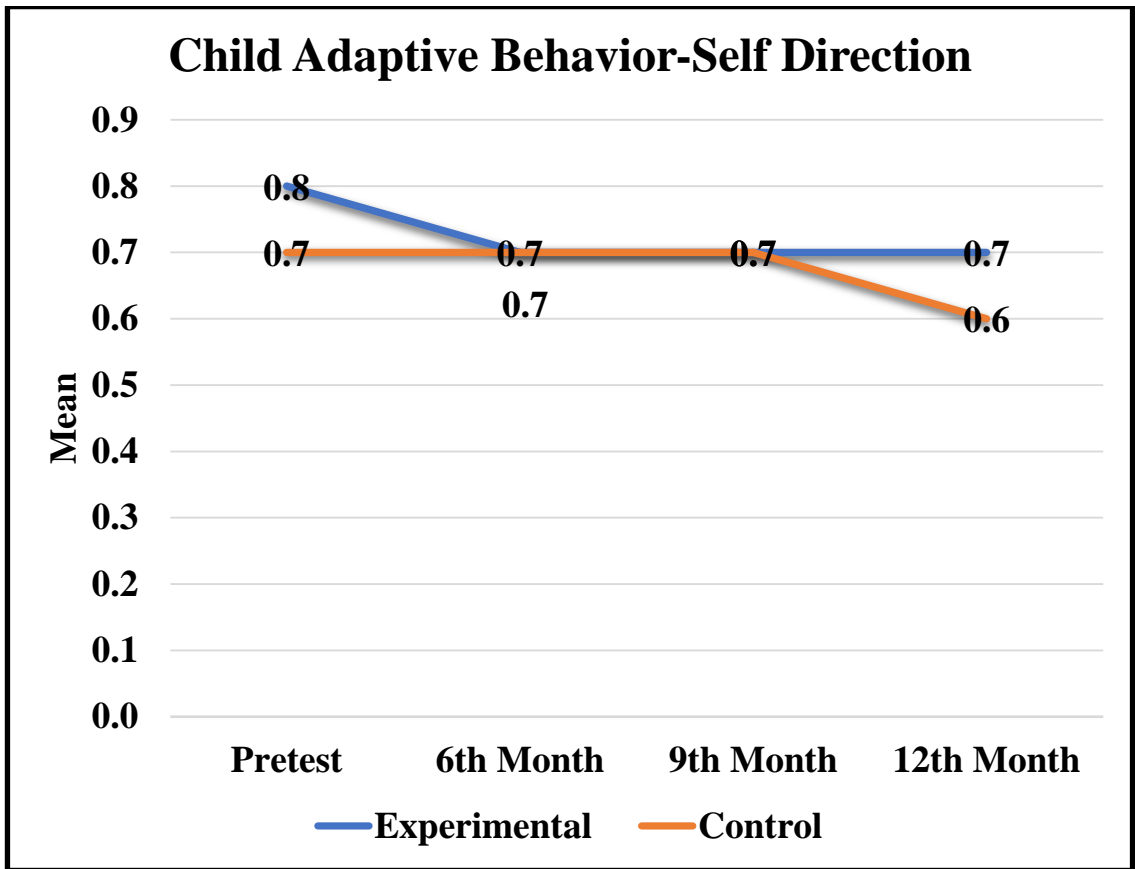


Fig. 10: Line Graph representing the mean of child’s adaptive behavior for self-direction domain between the groups

Table 15: Comparison of mean of adaptive behavior of children for occupation domain between groups.

n=160

Occupation (OCC)	Experimental Group (<i>n</i> =80)		Control Group (<i>n</i> =80)		Z-value	p-value (Mann-Whitney U test)
	Mean ± SD	Median (IQR)	Mean ± SD	Median (IQR)		
Baseline Assessment	7.1±1.6	6.8 (6.0 - 8.0)	7.2±1.5	7.0 (6.0 - 8.0)	- 0.272	0.786
Post Test 1 6 th month	7.8±1.3	7.5 (7.0 - 9.0)	7.2±1.5	7.0 (6.0 - 8.0)	- 3.450	0.001*
Post Test 2 9 th month	7.9±1.2	8.0 (7.5 - 8.5)	7.1±1.6	7.0 (6.0 - 8.0)	- 4.032	0.001*
Post Test 3 12 th Month	8.0±1.3	8.0 (7.5 - 8.5)	7.2±1.5	7.0 (6.0 - 8.0)	- 4.365	0.001*
(Friedman Value)	83.1		4.8			
df	3.0		3.0			
p value	0.001*		0.187			

*Significant $p < 0.05$

Table 15 and fig 11 shows that adaptive behavior score of children for occupation domain increased after implementing parenting skill program in experimental group at 6th month, 9th month and 12th month compared to control group concluding that parenting skill program was effective.

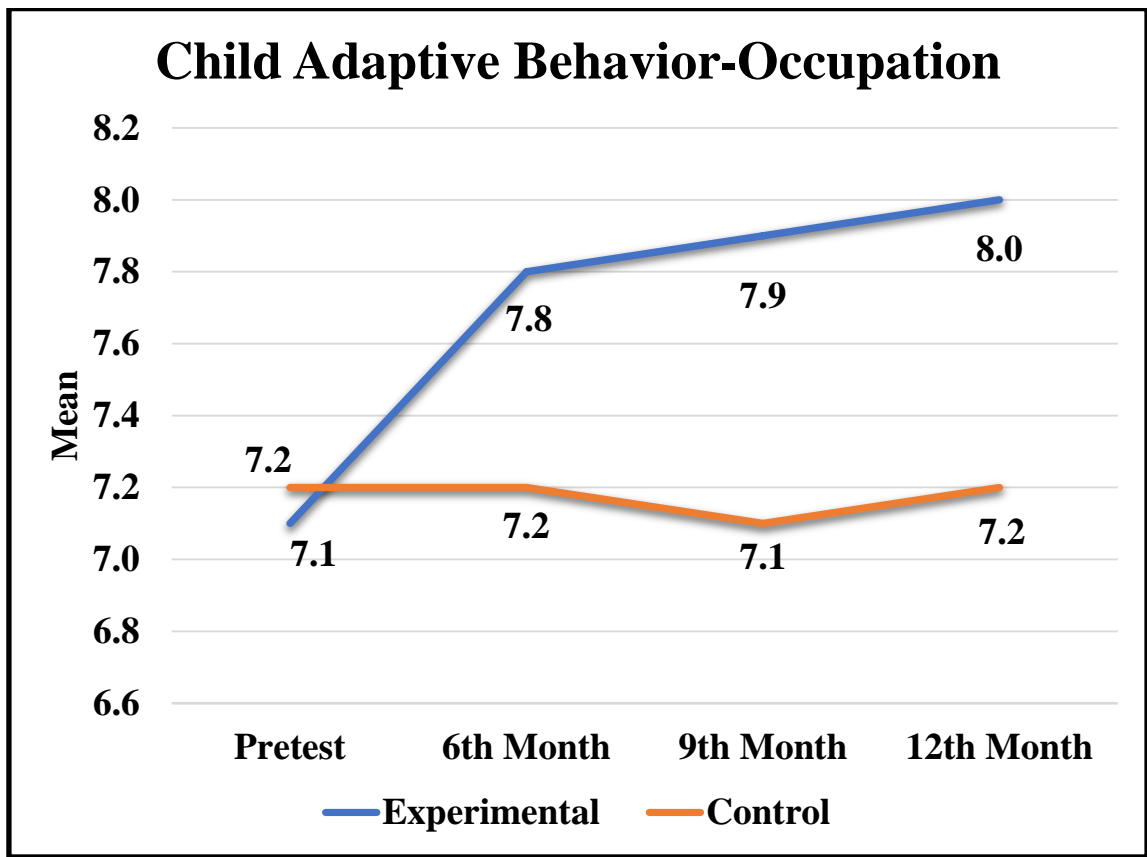


Fig. 11: Line Graph representing the mean of child’s adaptive behavior for occupation domain between groups

Table 16: Comparison of mean of adaptive behavior of children for Communication domain between groups

n=160

Communication (COM)	Experimental Group (<i>n</i> =80)		Control Group (<i>n</i> =80)		Z-value	p-value (Mann-Whitney U test)
	Mean ± SD	Median (IQR)	Mean ± SD	Median (IQR)		
Pre-Test (Baseline Assessment)	6.3±1.6	6.5 (5.0 - 7.5)	6.0±1.6	6.5 (4.5 - 7.0)	- 1.301	0.193
Post Test 1 6th month	6.3±1.5	6.5 (5.0 - 7.9)	6.2±1.6	7.0 (5.0 - 7.5)	- 0.374	0.708
Post Test 2 9th month	7.1±1.7	7.5 (6.0 - 8.5)	6.2±1.6	6.8 (5.0 - 7.5)	- 3.278	0.001*
Post Test 3 12th Month	6.5±1.5	7.0 (5.0 - 8.0)	6.2±1.6	6.8 (5.0 - 7.5)	- 1.407	0.159
(Friedman Value)	93.6		7.9			
df	3.0		3.0			
p value	0.001*		0.048*			

*Significant $p < 0.05$

Table 16 and fig 12 shows that adaptive behavior score of children for Communication domain increased after implementing parenting skill program in experimental group at 6th month, 9th month and 12th month compared to control group concluding that parenting skill program was effective.

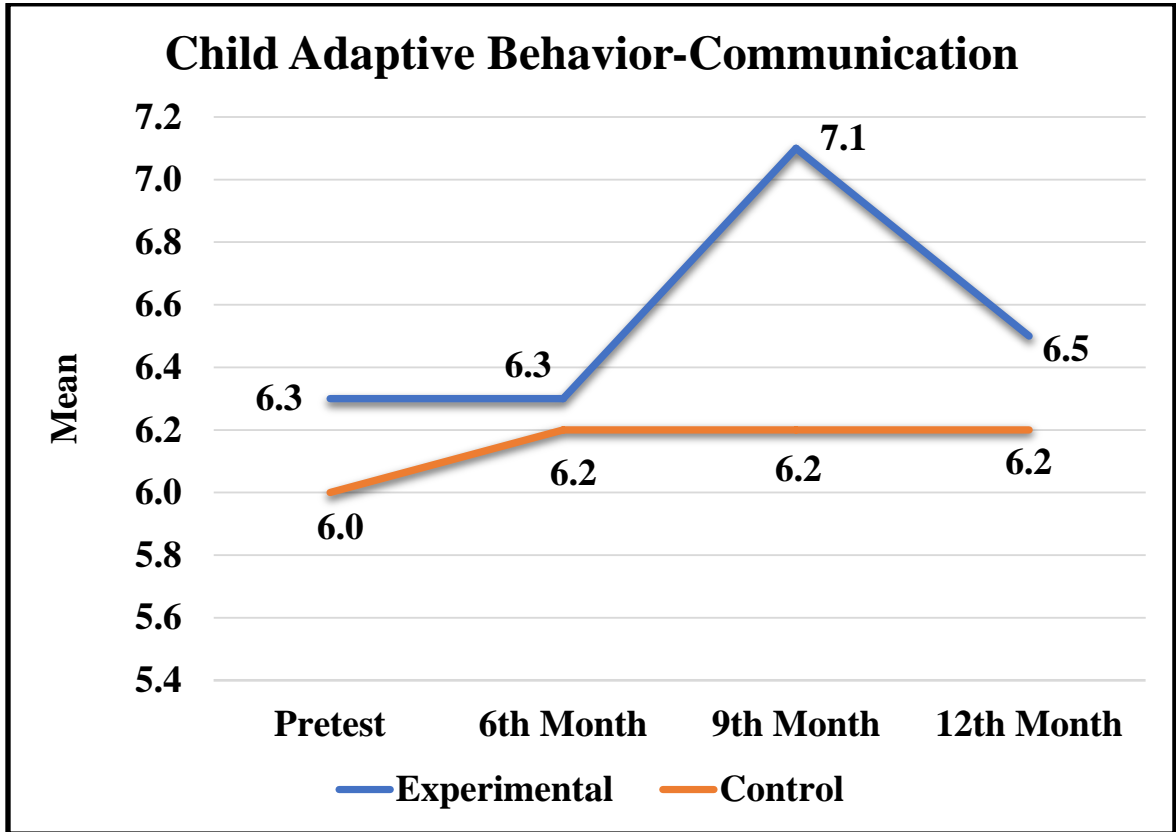


Fig. 12: Line Graph representing the mean of child’s adaptive behavior for communication domain between the groups

Table 17: Comparison of mean of adaptive behavior of children for locomotion domain between groups.

n=160

Locomotion (LOC)	Experimental Group (<i>n</i> =80)		Control Group (<i>n</i> =80)		Z-value	p-value (Mann-Whitney U test)
	Mean ± SD	Median (IQR)	Mean ± SD	Median (IQR)		
Pre-Test (Baseline Assessment)	5.4± 1.3	6.0 (4.5 - 6.5)	5.1± 1.5	5.5 (4.5 - 6.0)	- 1.195	0.232
Post Test 1 6th month	5.6± 1.3	5.5 (5.0 - 6.5)	5.1± 1.5	5.5 (4.5 - 6.0)	- 1.550	0.121
Post Test 2 9th month	5.6± 1.3	6.0 (5.0 - 6.5)	5.4± 1.3	6.0 (4.5 - 6.5)	- 0.963	0.335
Post Test 3 12th Month	5.7± 1.2	6.0 (5.0 - 6.5)	5.1± 1.5	5.5 (4.5 - 6.0)	- 1.974	0.048*
(Friedman Value)	25.7		51.9			
df	3.0		3.0			
p value	0.001*		0.029			

***Significant p<0.05**

Table 17 and fig 13 shows that adaptive behavior score of children for locomotion domain increased after implementing parenting skill program in experimental group at 9th month and 12th month compared to control group concluding that parenting skill program was beneficial.

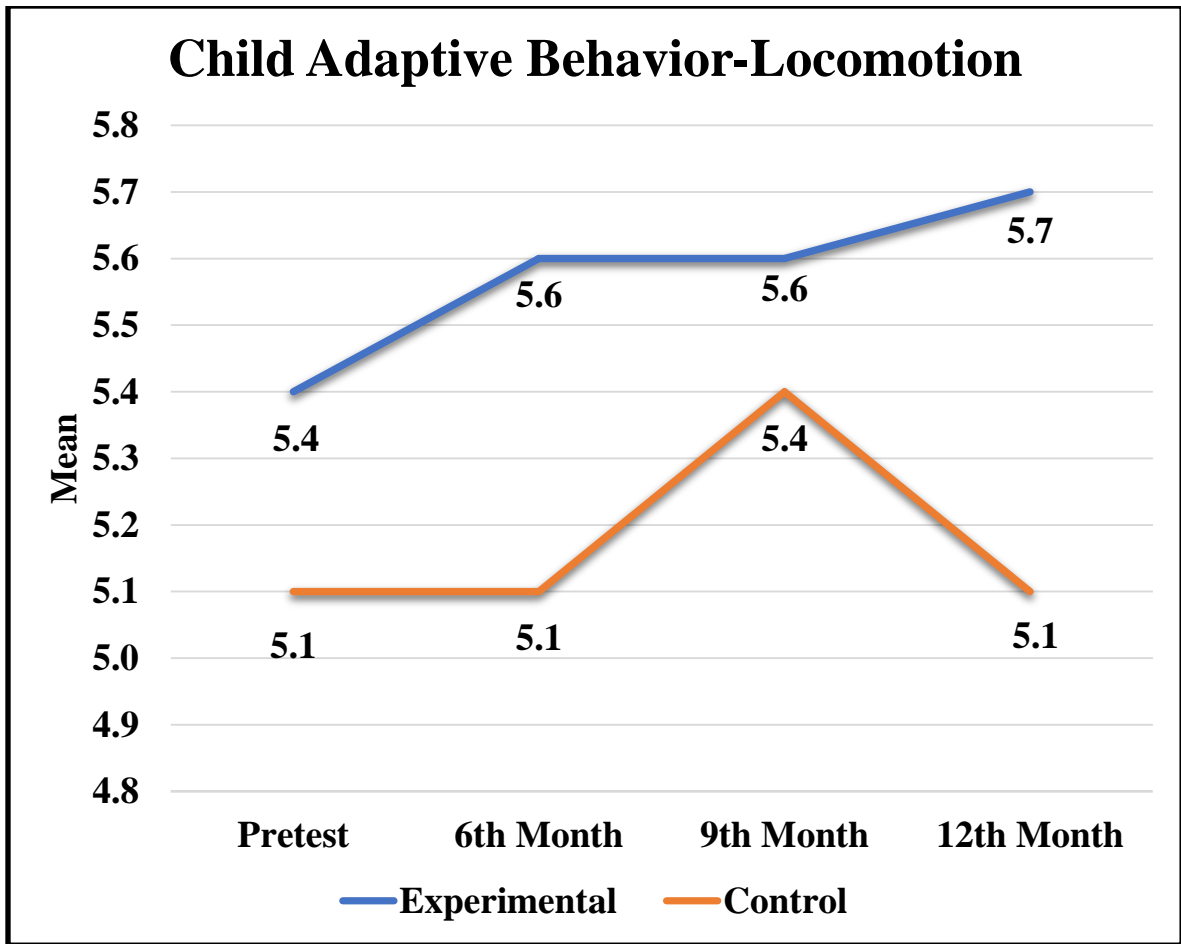


Fig. 13: Line Graph representing the mean of child’s adaptive behavior for locomotion domain between the groups

Table 18: Comparison of means of adaptive behavior of children for socialization domain between groups.

n=160

Socialization (SOC)	Experimental Group (<i>n</i> =80)		Control Group (<i>n</i> =80)		Z-value	p-value (Mann-Whitney U test)
	Mean ± SD	Median (IQR)	Mean ± SD	Median (IQR)		
Pre-Test (Baseline Assessment)	5.4±1.6	6.0 (3.5 - 6.9)	5.6±1.5	6.0 (5.0 - 7.0)	- 0.726	0.468
Post Test 1 (6 th month)	6.0±1.7	7.0 (5.0 - 7.0)	5.6±1.5	6.0 (5.0 - 7.0)	- 2.575	0.010*
Post Test 2 (9 th month)	6.0±1.7	6.8 (4.5 - 7.4)	5.4±1.6	6.0 (3.6 - 6.9)	- 3.095	0.002*
Post Test 3 (12 th Month)	6.1±1.7	6.5 (6.0 - 7.4)	5.6±1.5	6.0 (5.0 - 7.0)	- 2.563	0.010*
(Friedman Value)	82.4		5.6			
df	3		3			
p-value	0.001*		0.130			

*Significant $p < 0.05$

Data mentioned in table 18 and fig 14 shows that adaptive behavior score of children for socialization domain increased after implementing parenting skill program in experimental group at 6th month, 9th month and 12th month compared to control group concluding that parenting skill program was effective.

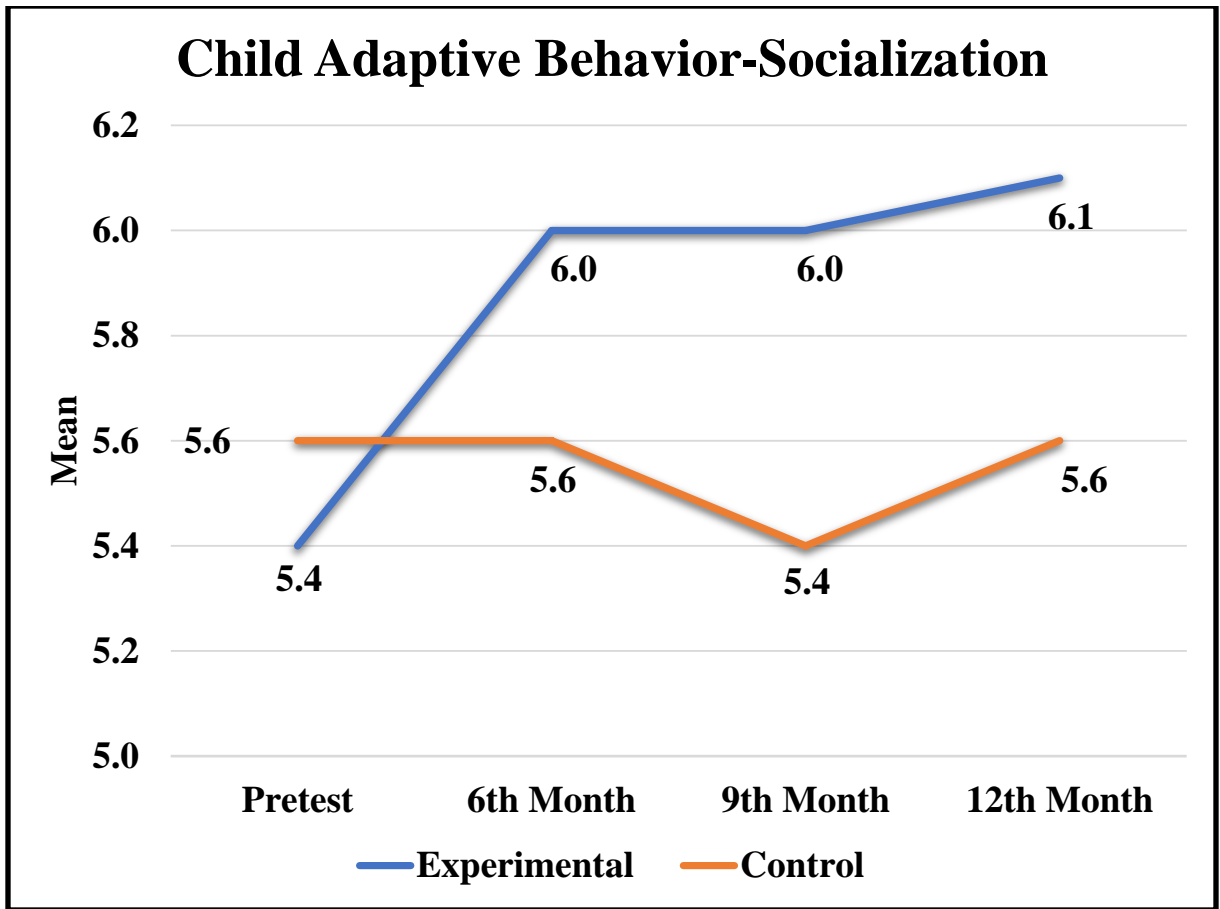


Fig. 14: Line Graph representing the mean of child’s adaptive behavior for socialization domain between the groups

Objective 2: To determine the effectiveness of parenting skill program on parental self-efficacy.

H0: There would be no significant difference in parental self-efficacy score in experimental and control group after the implementation of Parenting skill program at $<p0.05$ level.

Table 19: Comparison of parental self-efficacy score between the groups

n=160

Variable	Experimental Group (<i>n=80</i>)	Control Group (<i>n=80</i>)	t value	p value
Parental self-efficacy	Mean \pm SD	Mean \pm SD		
	51.013 \pm 6.551	49.050 \pm 6.705	1.751	0.82

Note: Chi square test $p<0.05$

Data presented in table 19 represent the mean score of parental self-efficacy in the experimental group is higher (51.013 \pm 6.551) compared to the control group (49.050 \pm 6.705).

The two groups were compared for significant difference in parental self-efficacy score. Chi square/ Fisher exact test was used to find significant differences between the groups. The results showed that there was no significant difference in parental self-efficacy score between the experimental and control group at p 0.82.

Therefore, it could be inferred that both the groups were similar and comparable to each other in terms of parental self-efficacy score as per results suggesting that both groups were from the same population.

Table 20: Comparison of mean of Parental self-efficacy score between the groups*n*=160

Variable	Assessment	Experimental Group (<i>n</i> =80)	Control Group (<i>n</i> =80)	Mean Difference	p value (Mann Whitney Test)
		Mean ± SD	Mean ± SD		
Parental self- efficacy	Baseline Assessment	51.03±6.55	49.05±6.70	1.98	0.73
	Post Test 1 (6 th month)	73.97±7.46	48.52±7.58	25.45	0.001*
	Post Test 2 (9 th month)	81.60±6.30	48.12±7.09	33.48	0.001*
	Post Test 3 (12 th Month)	87.55±6.66	48.46±7.20	39.09	0.001*
	Friedman Value	159.766	6.47		
	p value	0.001*	0.09		

*Significant

p<0.05

Table 20 shows significant increase in mean posttest score of parental self- efficacy at 6th month 73.97 ±7.46, 9th month 81.60±6.30 and 12th month 87.55±6.76 in experimental group (F=6.4 p 0.0.9) compared to control group (F=159.766, p 0.001) concluding that the parenting skill program was beneficial in improving parental self- efficacy.

Therefore, researcher rejected null hypothesis and accepted research hypothesis.

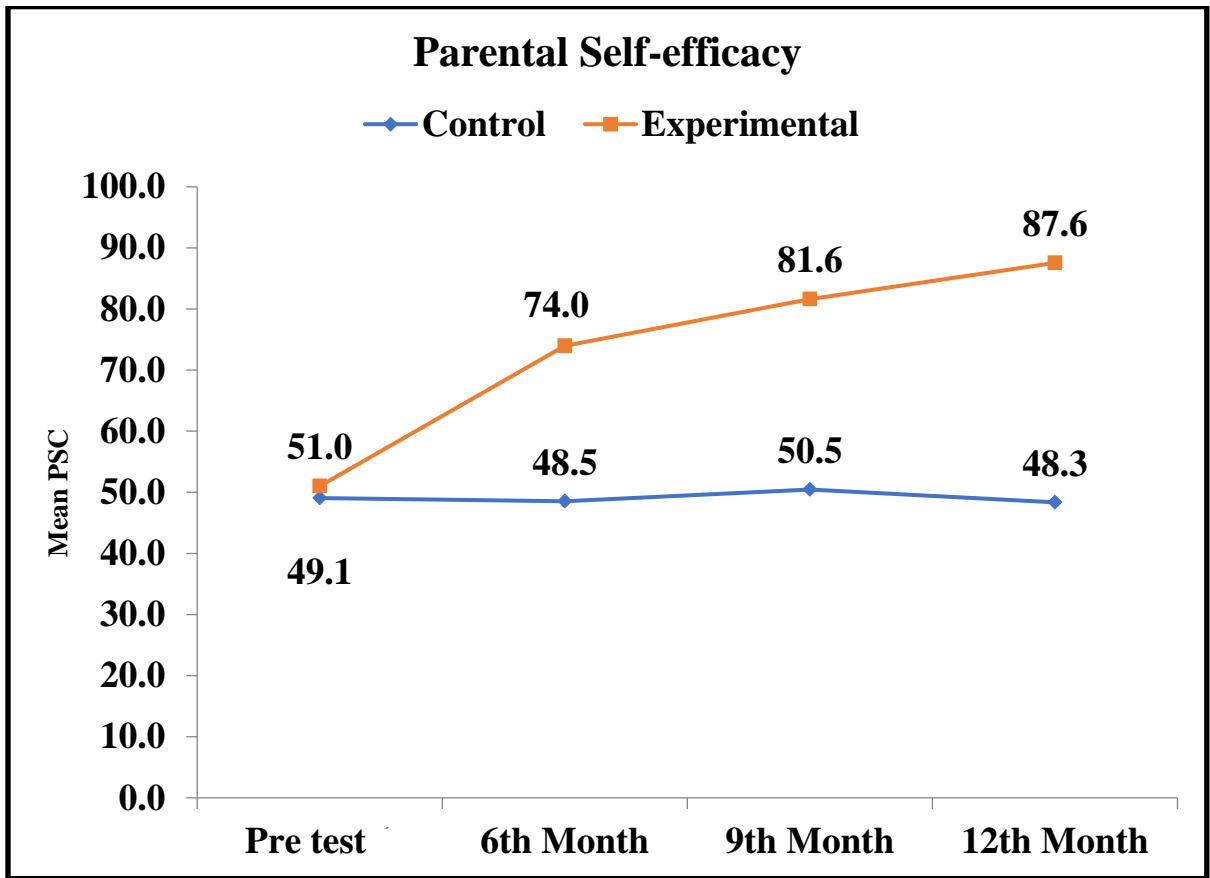


Fig. 15: Line Graph showing the comparison of mean of parental self-efficacy score between groups

Objective 3: To determine the effectiveness of Parenting Skill Program on Parental Mental well-being.

H0: There would be no significant difference in parental mental well-being score in experimental and control group after the implementation of Parenting skill program at $p < 0.05$ level.

Table 21: Comparison of Parental Mental well-being score between groups

n=160

Variables	Category	Score Range	Experimental Group (<i>n</i> =80)	Control Group (<i>n</i> =80)	X^2	p value
			<i>f</i> (%)	<i>f</i> (%)		
Parental Mental well being	Very Low	0-32	29(36.2)	28(35)	2.067 [#]	0.490
	Below Average	32-40	23(28.7)	26(32.5)		
	Average	40-59	26(32.5)	26(32.5)		
	Above Average	59-70	02(25.0)	00(00.0)		

Chi Square test/Fisher Exact test

$p < 0.05$

Table 21 represents that maximum of parents in experimental 29 (36.2%) and in control group 28 (35%) were having very low level of mental well-being. The two groups were compared for significant difference in parental mental well-being score. Chi square/ Fisher exact test was performed to find significant differences between the groups. The results revealed that there was no significant difference in parental mental well-being score between experimental and control group at p 0.490.

Therefore, it could be inferred that both the groups were similar and comparable to each other in terms of parental mental well-being score as per results suggesting that both groups were from the same population.

Table 22: Comparison of level of parental mental well-being score between the groups

n=160

Variables	Category	Score Range	Experimental Group (<i>n</i> =80)				Control Group (<i>n</i> =80)			
			Pre-Test	Post Test 1	Post Test 2	Post Test 3	Pre-Test	Post Test 1	Post Test 2	Post Test 3
			<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Parental Mental well being	Very Low	0-32	25 (31.3)	6 (7.5)	4 (5)	-	29 (36.2)	29 (36.2)	28 (35)	26 (32.5)
	Below Average	32-40	27 (33.8)	4 (5)	4 (5)	8 (10)	29 (36.3)	29 (36.3)	27 (33.8)	28 (35)
	Average	40-59	28 (35)	60 (75)	60 (75)	49 (61.3)	22 (27.5)	22 (27.5)	23 (28.8)	26 (32.5)
	Above Average	59-70	-	10 (12.5)	12 (12.5)	23 (28.8)	-	-	2 (2.5)	-

Data in Table 22 and Fig. 16 illustrated that, in experimental group, majority of 28 (35%) parents of children with IDD were having average level of mental well-being, while 25 (31.3%) had very low level of mental well-being at baseline assessment. Following the implementation of the parenting skill program, there was improvement in the parental mental well-being score. It was 60 (75%) at 6th month, and remain constant at 9th month and decreased to 49 (61.3%) at 12th month respectively. On the other hand, in the control group, 29 (36.2%) majority of parents of children with IDD were having very low and below average level of mental well-being at baseline assessment. There were no

significant changes in level of parental mental well-being over the period of 6th month, 9th month and 12th month. The level of parental mental well-being similar to baseline assessment.

Therefore, it could be interpreted that intervention was effective in improving parental mental well-being in experimental group when compared to control group.

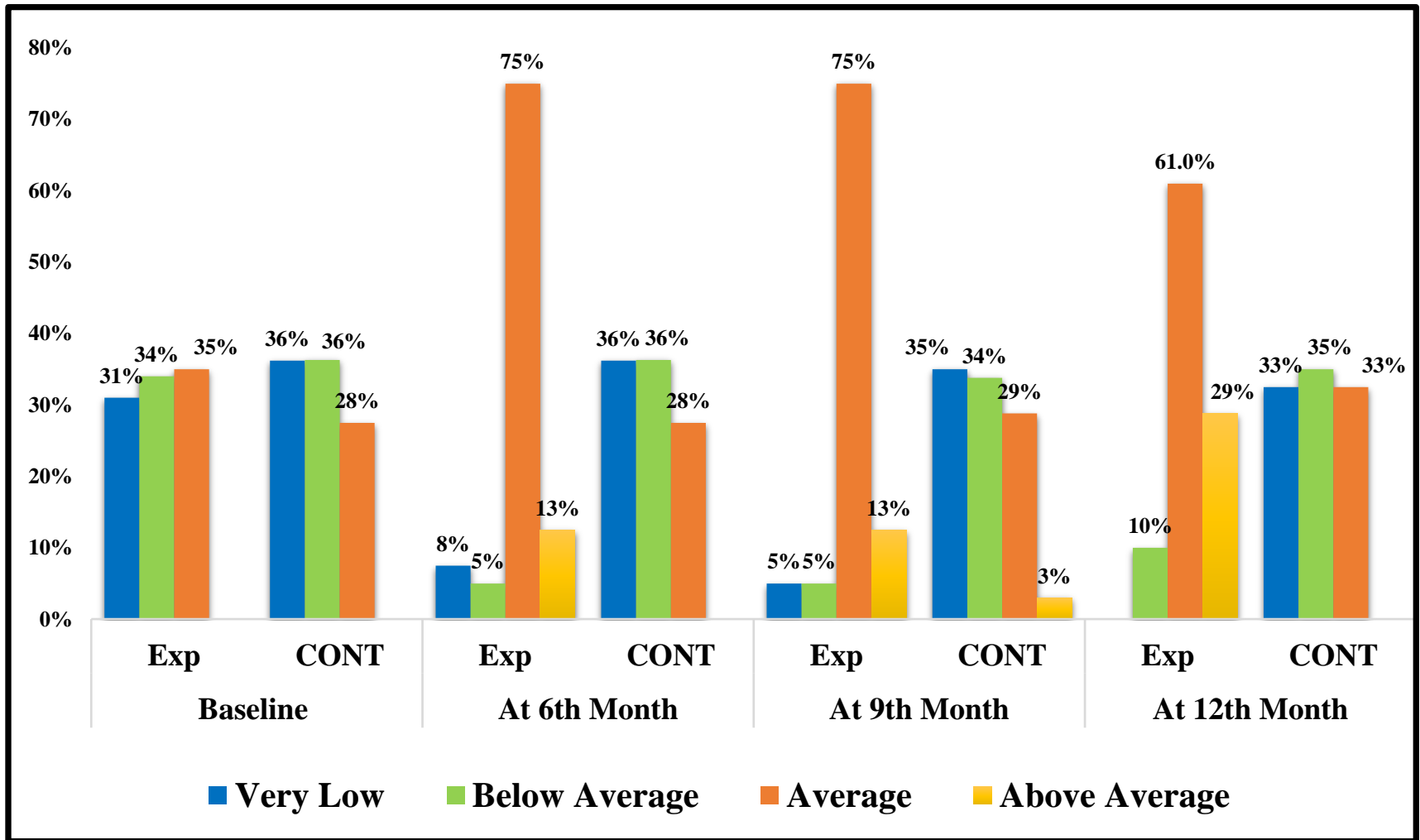


Fig. 16: Bar graph representing the parental mental well-being between experimental and control group

Figure No. 16 illustrated that after administrating the Parenting Skill Program, majority of parents were having average and above average level of parental mental well-being. Whereas, in the control group, there was no change in parental mental well-being.

Table 23: Comparison of mean of Parental mental-well-being score between groups

n=160

Variable	Assessment	Experimental Group (<i>n</i> =80)	Control Group (<i>n</i> =80)	Mean Difference	p value (Mann Whitney Test)
		Mean ± SD	Mean ± SD		
Parental mental well- being	Baseline Assessment	35.30 ± 10.43	36.86± 9.93	1.56	0.262
	Post Test 1 (6 th month)	46.54± 8.56	36.78± 9.88	9.75	0.001*
	Post Test 2 (9 th month)	49.33± 8.57	36.95± 9.85	12.38	0.001*
	Post Test 3 (12 th Month)	53.35± 8.66	37.03± 9.65	16.32	0.001*
	Friedman Value	218.931	6.46		
	p value	0.001*	0.09		

*Significant $p < 0.05$

Table 23 shows significant increase in mean posttest score of parental mental wellbeing at 6th month 46.54±8.56, 9th month 49.33±8.57 and 12th month 53.53±8.66 in experimental group (F=218.931, p 0.001) compared to control group (F=6.46, p 0.0.9) concluding that the parenting skill program was beneficial in improving parental mental wellbeing.

Therefore, researcher rejected null hypothesis and accepted research hypothesis.

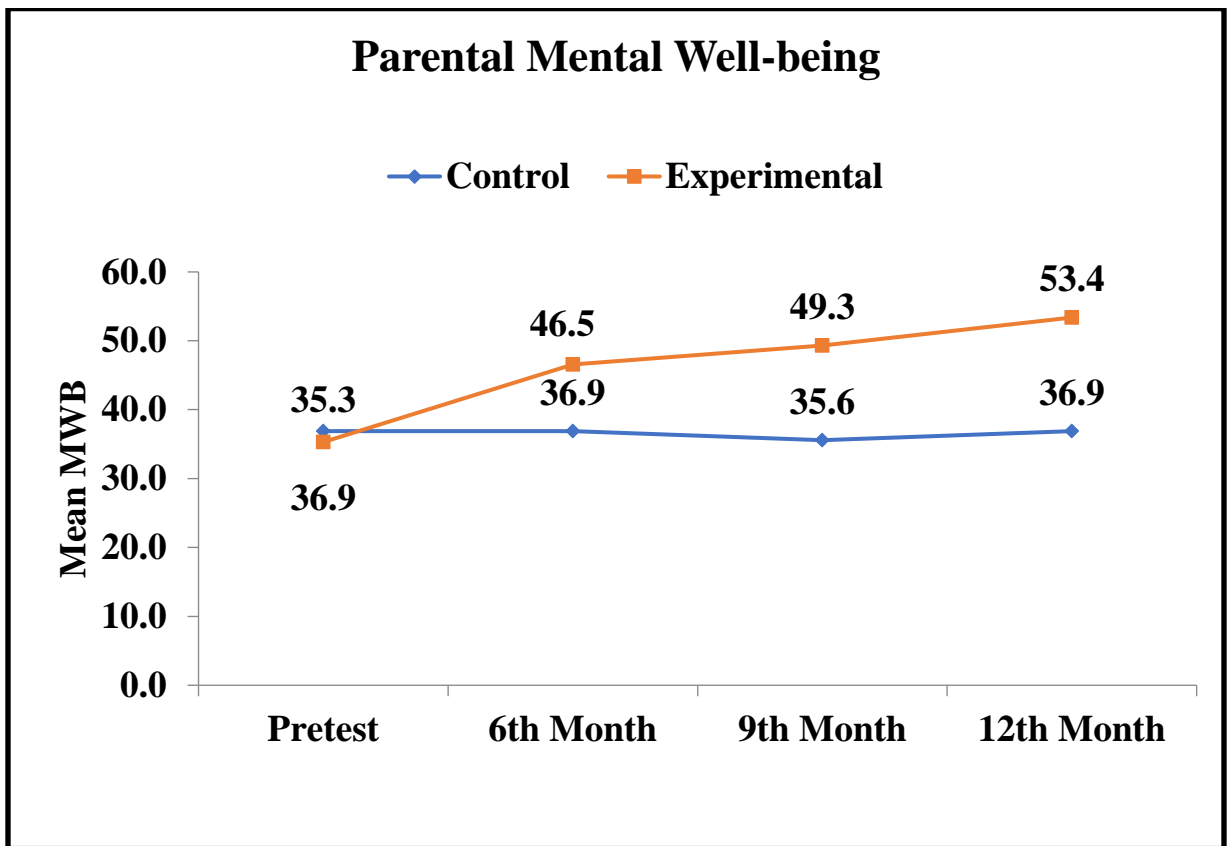


Fig. 17: Line Graph showing the comparison of mean of parental mental well-being score between the groups

Objective 4 To determine the correlation between child’s adaptive behavior and parental self-efficacy and mental well-being before intervention.

Table 24: Correlation between child’s adaptive behavior with parental self-efficacy and mental well-being before intervention.

Variables	Child’s adaptive Behavior <i>n=160</i>	
	r- value	p-value
Parental self-efficacy	0.133	0.094
Parental mental well-being	0.066	0.405

**** Pearson correlation Test, Significant at the 0.05 level**

Table No. 23 depicts that there was weak negative correlation between child adaptive behavior and parental self-efficacy, although it is not statistically significant at the 0.05 level (p-value = 0.094). Additionally, there was mild positive correlation between child adaptive behavior and parental mental well-being, which is not statistically significant at 0.05 level (p-value = 0.405)

Spearman's rho correlation test was used to find out correlation between VSMS and parental self-efficacy.

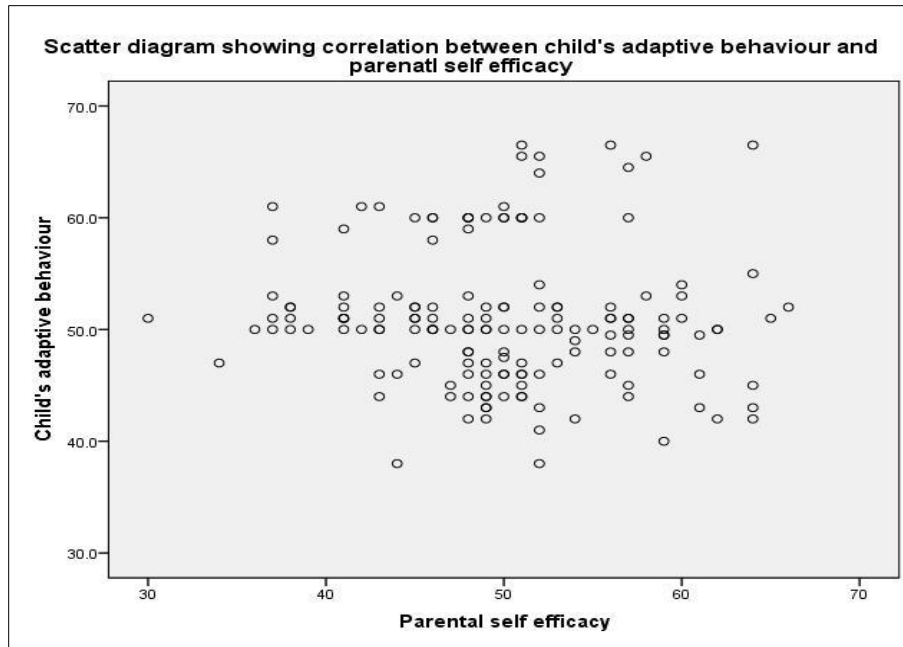


Fig. 18 Scattered diagram presenting correlation between child's adaptive behavior with parental self-efficacy before Parenting Skill Program.

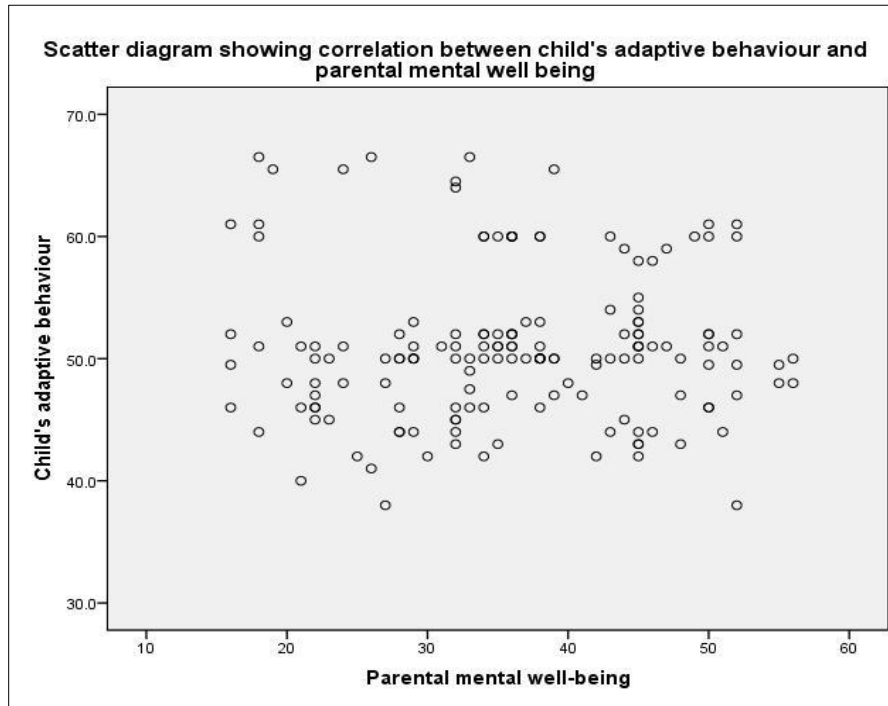


Fig. 19 Scattered diagram presenting correlation between child's adaptive behavior with parental mental well being before Parenting Skill Program.

Additional study findings

Table 25: Parental perspectives from participating in the Parenting Skills Program

Did you gain something significant from participating in the Parenting Skill program?	
Theme	Description
Enhancement of Holistic Well-Being	Parents reported that it's a method which soothe myself, and I've noticed significant improvements in my overall well-being and a greater sense of calm when interacting with child having IDD
	I couldn't discuss my problems with anyone previously because it involved issues, I hadn't even confronted within myself
	The researcher created a comfortable atmosphere, making it easy to freely express yourself.
	As a parent now, I will encourage myself to prioritize and spend time on self-care.
	Now, I have begun attending dance classes and taking steps to improve my fitness, which has been enjoyable and has made me reconsider my choices.
	Talking with other parents who have children with the same disability made me feel more relaxed.
Acceptance and understanding the child with IDD	<ul style="list-style-type: none"> • Fathers realized that it is not only the responsibility of the mother but fathers too. • Understanding the importance of actively participating in parenting duties.
	<ul style="list-style-type: none"> • Intervention helped me to understand our mistakes as a parent we do. • Parents reflecting on their actions and gaining a better understanding of how to improve as caregivers.
	<ul style="list-style-type: none"> • This program highlighted our fault of blaming our child for his/her behavior. • Expressing hope for personal improvement as a parent and a commitment to guiding the child in the best possible way.

Interesting and informative techniques for learning	<ul style="list-style-type: none"> • Found the sessions interesting and informative. Reported that they didn't want to lose their child. They would be relieved if their child would learn in better way. It's very helpful for upbringing of my child.
	<ul style="list-style-type: none"> • Unique and helpful techniques. • Effective Techniques in Parenting
	Really appreciable session with practical demonstration. It will be worth to deal with disabled child. And I felt more relaxed while attending session.
	Really helpful for parents who need guidance on parenting.
	Attending the program is a blessing for me, and my family can't believe getting all this important information for free.
Increased positivity towards the life of children with IDD	<p>Demand the sessions daily</p> <p>Intervention will have great effect on our child if we will apply these techniques in our disabled child's life daily.</p>
	Organization like you should help us to do the best at home so we do not have to suffer. Moreover, parents with these kinds of children are undergoing lot of pressure as they cannot afford these therapies long term.
	Intervention was so helpful and well discussed practically.
	Reported that I have learnt all small little things in this program. Now, I came to know how important first 5 Years to build up the child's personality with your continuous guidance. I guess I'm doing better job now.
	From your every session I came to know as parents what I should do. Your intervention is very effective. You are making me a better parent.
Enlightening the life of children with IDD	One of the most important things you taught us that stay calm and control your emotions...is the first thing a parent must think.
	This program not only enlightened our special child's lives but also brought an encouragement and positive hope in parents like me.
Modification in parents and in the behavior of	My child's spitting behavior has reduced in one week after following the aversion advise. Before this program, I was telling her not to spit and it was not working.

children with IDD	I m a struggling mother and I think I am in the right path. I think God heard my prayer and helped me to attend your session. And I could develop the dressing skills, feeding skills independently. I have learnt new ideas from your program.
	Reported I really change my child’s daily routine and my family behavior. Nice sessions for coming out from depression. It will help to keep the journey like this.
	My family is appreciating me the way I am shaping my child now with the help of your intervention.
Adequate information and great service to humanity	Had no idea how to teach and what to teach to my son previously. Now I’m truly thinking about my child’s behavior and miracle happened.
	Well explained all parenting issues.
	Only beautiful mind with powerful soul can do this. You are contributing in the emancipation to humankind.
	Excellent sessions to support worried parents. Great service to humanity.
Demand the session regularly	Maximum parents requested that session to be conducted daily. They reported that they are everything for their children with IDD and if they will learn the techniques taught in the sessions then they will teach to their children in a better way, because their children need them most.
	You will be the light in every child’s and parent’s life who are going through the issues. These days all therapy centers have made this as business; they do not diagnose and helped the parents or children genuinely.
Practical and Realistic Management Approaches	Proved to be highly beneficial for certain parents.
	Before attending this program, we were struggling with caring for the child with IDD, but as the program has progressed, we've received more assistance. I now feel more capable of expressing my needs and knowing where to seek help.
	The most effective. While other parents reported the feeling of more capable in solving the problems related to their child with IDD.
	Parents of children with other developmental disorders should have the chance to participate in such a program.

Summary

The researcher studied the nature of the data and analyzed it according to the objectives of the study. Analyzed data was presented in different forms like tables, graphs, and figures. These presentations were described in an empirical and justified manner