

## **CHAPTER-VII**

### **SUMMARY**

This research was carried out to assess the effectiveness of Parenting Skill Program on adaptive behavior of children, parental self-efficacy and mental well-being among parents of children with IDD.

#### **Objectives of the study-**

##### **Primary Objectives**

1. To assess the effectiveness of parenting skill program on
  - a) Child's adaptive behavior.
  - b) Parental self- efficacy.
  - c) Parental mental well-being.

##### **Secondary Objectives**

2. To determine the correlation between pretest child's adaptive behavior and parental self-efficacy and mental well-being before intervention.

**Research Variables-** The variables for this research were:

**Independent Variable-** Parenting Skill Program

**Dependent Variable-** Child's adaptive behavior, parental self-efficacy and mental well-being.

## **Research Methodology**

Quasi-experimental Time Series Research Design was adopted to assess effectiveness of Parenting Skill Program on adaptive behavior of children, parental self-efficacy and mental well-being among parents of children with IDD. The main study was conducted in selected special schools MSSN and Well Being Special School, Noida, Uttar Pradesh. Approximately, 160 parents (80 in experimental and 80 in control group) were allocated for the study through simple random sampling technique. The investigator described the goal and reason for conducting research to the parents of children with IDD. A good rapport was established and parents were assured that their information would be kept confidential. Written informed consent was obtained from parents of children with IDD. The researcher conducted a structured interview with the parents of both experimental and control group. Data were collected through various tools viz. Socio-demographic proforma, Vineland Social Maturity Scale, Parenting sense of competence scale and Warwick-Edinburgh Mental Well-being Scale.

Researcher administered Parenting Skill Program to parents in experimental group covering one session per week for 45 minutes for duration of three months. After administration of Parenting Skill Program, post-intervention assessment of child's adaptive behavior was conducted using structured interview method with the parents by administering the Vineland Social Maturity Scale and assessment of the parental self-efficacy and mental well-being were done by distributing and got filled the post-intervention assessment tool viz. Parenting sense of competency scale and Warwick-

Edinburgh Mental Well-being Scale from parents of children with IDD of both the groups at 6<sup>th</sup> month, 9<sup>th</sup> month and 12<sup>th</sup> month.

## **Results-**

The following were the key findings of study

1. Maximum number of children with IDD in experimental 50% (n=40) and in the control group 61.2% (n=49) fell within the age of five to eight years.
2. The maximum number of children with IDD in experimental group 63.7% (n=51) and in control group 66.2% (n=53) were males.
3. The maximum 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 group 53.8% (n=43) whereas in control group 53.7% (n=43) attended the special schools since three to six years.
4. In both group, majority of parents in experimental group 85% (n=68) & in control group (80%) 64 were mothers, maximum number of fathers in experimental group 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 group (n=76) 95% and in control group 91.2% (n=73) resided in urban area, majority of fathers in experimental group 50.4% (n=62) and in control group 83.75% (n=67) were employed in private sector job.

### **Comparison of level of adaptive behavior of children between groups.**

Results revealed that children with IDD in experimental group 35% (n=28) exhibited mild adaptive behavior at the baseline which increased to 75% (n=60) at 6<sup>th</sup> month and further increased to 77.5% (n=62) at 9<sup>th</sup> and 12<sup>th</sup> month, concluding the effectiveness of intervention.

### **Effectiveness of Parenting Skill Program on adaptive behavior of children.**

The results showed a significant increase in adaptive behavior score of children in the experimental group at 6<sup>th</sup> month, 9<sup>th</sup> month and 12<sup>th</sup> month compared to control group thereby concluding the effectiveness of the intervention.

### **Effectiveness of parenting skill program on domains of adaptive behavior of children**

Domain wise analysis of child's adaptive behavior showed a significant increase in mean posttest scores of **self-help dressing domain, self-help eating domain, occupation domain, self-help general domain, locomotion domain, communication domain and socialization domain** at 6<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> month after intervention (p 0.001) in experimental group compared to control group revealing the effectiveness of the intervention **in all domains except self-direction domain.**

### **Effectiveness of Parenting Skill Program on parental self-efficacy**

Results showed a significant increase in mean posttest score of **parental self-efficacy** at 6<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> month after intervention (p 0.001) in experimental group compared to control group concluding that parenting skill program was effective in improving the **parental self-efficacy**. In experimental group, there was an improvement in the mean posttest score of **parental self-efficacy**, at 6<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> month which was statistically significant within the group (F= 159.7, p 0.001) compared to control group (F= 6.47, p 0.09)

### **Effectiveness of Parenting Skill Program on parental mental well-being.**

Results showed a significant difference in mean posttest score of parental mental-being at 6<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> month after intervention (p 0.001) in experimental group compared to control group concluding that parenting skill program was effective in improving the parental mental-being. In experimental group, there was an improvement in the mean posttest score of parental mental-being, at 6<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> month which was statistically significant within the group (F= 218.9, p 0.001) compared to control group (F= 6.46, p 0.09)

### **Conclusion-**

According to findings of the study, it is concluded that parenting skill program was beneficial in enhancing the self- efficacy and mental well- being of parents and improving adaptive behavior of children with IDD in experimental group. Researcher conducted meeting with parents and school authorities and advised them regarding steps

to be taken for further improvement of child's adaptive behavior. Parents were also motivated to practice behavioral techniques at home regularly and consistently so that they could assess, monitor and improve child's adaptive behavior including their challenges and strengths.

## **Summary**

This chapter included a summary of the study-research statement, objectives, variables, methodology and results.