SELF EFFICACY FINDINGS IN FAMILIES OF INTELLECTUALLY DISABLED CHILDREN OF CUDDALORE DISTRICT, TAMILNADU

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ABSTRACT

Albert Bandura identified Self Efficacy as central to understanding an individual's transaction with their environment. That is, Self efficacy expectations are, linked to perceived skills of individual, knowledge of appropriate behaviors and it is also linked to success or failure of task in the past. Bandura further explains, a strong inter relation exists among vicarious experience, social persuasion and emotional arousal in influencing self-efficacy. Parents of intellectually disabled children face many difficulties in their life time, when compared to other forms of disability. Based on research studies, we can understand that they are in need of, parenting programme, where, the professional training to handle stress is much essential. Though many scales for studying, parental self-efficacy is available, TOPSE was selected as suitable for the study sample by researcher of this study. It, was devised by KENDALL S. & BLOOMFIELD L. (2005) and they published at Journal of Advanced Nursing 51(2), their construction and validation of the scale. It was included as instrument to assess parental self-efficacy; its reliability & validity are also proved by authors. This present study applies TOPSE to study parental self-efficacy for families of Intellectually Disabled children, residing in Cuddalore district of Tamilnadu.

KEYWORDS: *Bandura Self Efficacy, Vicarious Experience, Social Persuasion, Emotional Arousal, Parental Self-efficacy, Family of Intellectually Disabled Children, Cuddalore District.*

INTRODUCTION

Albert Bandura identified Self Efficacy as central to understanding an individual's transaction with their environment. That is, Self efficacy expectations are, linked to perceived skills of individual, knowledge of appropriate behaviors and it is also linked to success or failure of task in the past. Bandura further explains, a strong inter relation exists among vicarious experience, social persuasion and emotional arousal in influencing self-efficacy. Parents of intellectually disabled children face many difficulties in their life time, when compared to other forms of disability. Based on research studies, we can understand that they are in need of, parenting programme, where, the professional training to handle stress is much essential. Though many scales for studying, parental self-efficacy is available, TOPSE was selected as suitable for the study sample by researcher of this study. It, was devised by KENDALL S. & BLOOMFIELD L. (2005) and they published at Journal of Advanced Nursing 51(2), their construction and validation of the scale. It was included as instrument to assess parental self-efficacy; its reliability & validity are also proved by authors. This present study applies TOPSE to study parental self-efficacy for families of Intellectually Disabled children, residing in Cuddalore district of Tamilnadu.

Tool to measure Parenting Self efficacy (TOPSE) is based on theory given by Bandura in 1982, 1989. TOPSE was devised by KENDALL S. & BLOOMFIELD L. (2005) and they published at Journal of Advanced Nursing 51(2) . For devising this scale, authors issued , Self efficacy statements, in likert format, on a scale of 0-10, to the focus group of parents, with whom children under age six were available. Based on parent's suggestions, authors modified the initial questionnaire, framed the existing format of assessment which, we are using today.

In their study, the authors found, Parents with some degree of parenting difficulty, tended to opt attending parenting programme, in their country. Those opting parenting programs obtained, significantly lower selfefficacy scores . Some parents, who perceived themselves , with high **self efficacy**, and with parenting difficulty also, did not participate in parenting programs. This was confirmed by comparing self efficacy scores of their participants. Their finding in terms of TOPSE application to 'evaluating parenting programmes', along with findings, related to Parenting self efficacy was given in the article. As described by TOPSE authors, If a programme is successful in helping parents to feel more effective in parenting role, it would be anticipated that their self-efficacy scores would increase over the duration of time. The authors also mentions self efficacy beliefs as a key to parenting role. They suggest for successful

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parenting program, accomplishment, those problems of parents, whichever is felt important by them, needs to be worked out by professionals. Hence, TOPSE is available now, as a valid tool of pre and post parental self efficacy assessment, with all sub components as satisfactory to work with differently abled families.

REVIEW OF ARTICLES

Research studies from 1990 to 2001, mentions that there was a rise in the number of children referred for child guidance in Japan. Parenting self-efficacy has been identified as a major determinant of parenting behaviours (Teti and Gelfand1991). Vondra & Belsky, (1993) describes, perceived parenting difficulty is a major source of stress for parents. Moreover, Parenting stress negatively influences parenting behaviour (Abidin1986) and negative parenting behaviour has been linked to higher parental stress associated with more problem behaviours in children (Deater-Deckard and Scarr,1996). As reported by 'National Institute of Population and Social Security Research',2003, there is increase in number of children seeking professional help from 1000 to 23,000 cases as reported by Fujiwara et al, 2012.

Another study in mothers of differently abled highlights, low self confidence, linking to low self support from family and friends (Suzuki,2010) . Belsky proposed, parenting can be largely explained in relation to determinants in the process of parenting. 1)child temperament (Putnam, Sanson and Rothbar2002) 2) parental psychopathology (Goodman and Gotlib,2002) contribute to parenting behaviour and the pattern of interaction between parent and child. United Kingdom government also support parents for professional interventions in community (Acheson et al 1998 Home Office 1998, Secretary of State for Health 1999, Department for Education and Skills 2001, 2003). Parenting programmes provide opportunities for parents to develop self-efficacy, through learning and by experiencing success & through encouragement of other parents . (Bloomfield and kendall, 2007). Sevigny & Loutzenhiser, (2009) and Bloomfield & Kendall (2012) studied, the relationship between parenting stress and their self efficacy theory.

OBJECTIVES OF THE STUDY

• To approach those families of Intellectually Disabled (ID) children, through registred NGO's. given by DDRO of Cuddalore district.

• To collect **data** from those cooperative families of intellectually disabled children, with demographic variables , at Cuddalore district , Tamilnadu.

• To identify their attitude towards ID children,Parental self efficacy, strengths & difficulties, as applicable to normal siblings available in the family.

• To assess with TOPSE, parental self efficacy, develop a module to train Self Efficacy for family members of Intellectually Disabled children.

• To statistically correlate the findings.

METHODOLOGY

Participants of the program was selected from the list of family members as given by District Differently abled welfare officer, Collectorate, Cuddalore. According to the detail given, in this office, researcher started to approach each NGO.

Parents were gathered through special schools, at which their ID children were studying. As appropriate to availability of ID Children, parents were alloted in subgroups (Demographic variables). They were administered with pre therapy, with appropriate printed statements and then started with self efficacy training. Parental stress was assessed along four domains.

Domain-I describes, Stress in daily care,

Domain-2 Stress in family emotional,

Domain -3 Stress in social life,

Domain -4 Stress in financial Implications

Each of the above mentioned domain contains ten statements, rated from 5-strongly agree to 1- strongly disagree.

Availability of stress is assessed with the scale as Pre therapy, findings noted. After three months of therapy and six months of therapy, therapy effect was reassessed.

The programme was conducted as per the research requirements, as suitable to the parents availability, in mother tongue, mostly Tamil.

ITEM ANALYSIS

Description of Final tool

Table 1 depicts the regression analysis of Stress in Daily Care and Self Efficacy. It is found from the correlation table that Stress in Daily Care has relationship with perception towards Self-Efficacy such as Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge. However, considering these eight factors in finding out which factor is highly influencing Stress in Daily Care, regression analysis was performed, and the results are given in the table. Here, Stress in Daily Care has been taken as dependent variable and other related variables such as Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge are taken as independent variables.

Table 1

Influence of Self-Efficacy on Stress in Daily Care

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.899[a]	.808	.789	.10196	42.551	.000[b]

a. Predictors: (Constant), Learning and Knowledge, Emotion and Affection, Play and Enjoyment, Discipline, Empathy and Understanding, Pressure, Control, Self Acceptance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.675	.262		14.022	.000
	Emotion and Affection	.013	.008	.106	1.627	.108
	Play and Enjoyment	.821	.212	2.669	3.881	.000
	Empathy and understanding	.063	.194	.366	.327	.744
	Control	.106	.276	.381	.383	.703
	Discipline	.137	.166	.512	.829	.410
	Pressure	.601	.220	1.934	2.730	.008
	Self Acceptance	.154	.217	.900	.710	.480
	Learning and Knowledge	.497	.277	2.047	1.793	.077

a. Dependent Variable: Stress in Daily Care

The results of multiple regressions where the value of co-efficient of regression determination (R^2) is 0.808 which implies that 80.8 percent of the independent variables, namely Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge.

To check whether this R2 is statistically significant, ANOVA has been carried out. The F value obtained is 42.551 (P < 0.000) and hence it is determined that there is significant relationship between dependent variables and independent variables. The table reveals that among eight independent variables two variables have significant values [Play and Enjoyment (t = 3.881; p <0.000) and Pressure (t=2.730; p<0.008)].

It is concluding that the most important predictors that affect Stress in Daily Care is the Play and Enjoyment, which is followed by Pressure, Learning and Knowledge, Self-Acceptance, Discipline, Control, Empathy and understanding and Emotion and Affection. From table 1 the following regression equation is formed.

Stress in Daily Care = 3.675 +0.821 (Play and Enjoyment) + 0.601 (Pressure) + 0.497 (Learning and Knowledge) + 0.154 (Self-Acceptance) + 0.137 (Discipline) + 0.106 (Control) + 0.063 (Empathy and understanding) + 0.013 (Emotion and Affection).

From the equation, it is inferred that if 'Play and Enjoyment' increases by 1 unit, 'Stress in Daily Care' is estimated to increase by 0.821 unit, assuming that all other variables are constant. Similar explanation can be made for other variables.

Table 2 depicts the regression analysis of Stress in Family Emotional and Self Efficacy. It is found from the correlation table that Stress in Family Emotional has relationship with perception towards Self-Efficacy such as Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge. However, considering these eight factors in finding out which factor is highly influencing Stress in Family Emotional, regression analysis was performed, and the results are given in the table. Here, Stress in Family Emotional has been taken as dependent variable and other related variables such as Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge are taken as independent variables.

Table 2

Influence of Self-Efficacy on Stress in Family Emotional

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.932a	.869	.856	.17487	66.925	.000b

a. Predictors: (Constant), Learning and Knowledge, Emotion and Affection, Play and Enjoyment, Discipline, Empathy and Understanding, Pressure, Control, Self Acceptance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.045	.450		11.223	.000
	Emotion and Affection	.031	.014	.117	2.171	.033
	Play and Enjoyment	1.894	.363	2.968	5.220	.000
	Empathy and understanding	.459	.332	1.278	1.381	.171
	Control	.148	.473	.258	.313	.755
	Discipline	.796	.284	1.430	2.797	.006
	Pressure	1.607	.378	2.492	4.254	.000
	Self Acceptance	.195	.372	.549	.524	.602
	Learning and Knowledge	.774	.475	1.538	1.630	.107

a. Dependent Variable: Stress in Family Emotional

The results of multiple regressions where the value of co-efficient of regression determination (R^2) is 0.869 which implies that 86.9 percent of the independent variables, namely Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge.

To check whether this R^2 is statistically significant, ANOVA has been carried out. The F value obtained is 66.925 (P < 0.000) and hence it is determined that there is significant relationship between dependent variables and independent variables. The table reveals that among eight independent

variables four variables have significant values [Emotion and Affection (t = 2.171; p <0.033), Play and Enjoyment (t = 5.220; p <0.000), Discipline (t = 2.797; p <0.006) and Pressure (t=4.254; p<0.008)].

It is concluding that the most important predictors that affect Stress in Family Emotional is the Play and Enjoyment, which is followed by Pressure, Discipline, Learning and Knowledge, Empathy and understanding, Self-Acceptance, Control and Emotion and Affection. From table 2 the following regression equation is formed.

Stress in Family Emotional = 5.045 + 1.894 (Play and Enjoyment) + 1.607 (Pressure) + 0.796 (Discipline) + 0.774 (Learning and Knowledge) + 0.459 (Empathy and understanding) + 0.195 (Self-Acceptance) + 0.148 (Control) + 0.031 (Emotion and Affection).

From the equation, it is inferred that if 'Play and Enjoyment' increases by 1 unit, 'Stress in Family Emotional' is estimated to increase by 1.894 unit, assuming that all other variables are constant. Similar explanation can be made for other variables.

Table 3

Influence of Self-Efficacy on Stress in Social Life

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.891a	.794	.774	.07940	39.122	.000b

a. Predictors: (Constant), Learning and Knowledge, Emotion and Affection, Play and Enjoyment, Discipline, Empathy and Understanding, Pressure, Control, Self Acceptance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.719	.204		13.320	.000
	Emotion and Affection	.020	.006	.213	3.152	.002
	Play and Enjoyment	.508	.165	2.194	3.084	.003
	Empathy and understanding	.024	.151	.185	.160	.873
	Control	.130	.215	.621	.604	.548
	Discipline	.122	.129	.606	.948	.346
	Pressure	.366	.172	1.564	2.134	.036
	Self Acceptance	.074	.169	.578	.441	.660
	Learning and Knowledge	.341	.216	1.865	1.580	.118

a. Dependent Variable: Stress in Social Life

Table 3 depicts the regression analysis of Stress in Social Life and Self Efficacy. It is found from the correlation table that Stress in Social Life has relationship with perception towards Self-Efficacy such as Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge. However, considering these eight factors in finding out which factor is highly influencing Stress in Social Life, regression analysis was performed, and the results are

given in the table. Here, Stress in Social Life has been taken as dependent variable and other related variables such as Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge are taken as independent variables.

The results of multiple regressions where the value of co-efficient of regression determination (R^2) is 0.794 which implies that 79.4 percent of the independent variables, namely Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge.

To check whether this R^2 is statistically significant, ANOVA has been carried out. The F value obtained is 39.122 (P < 0.000) and hence it is determined that there is significant relationship between dependent variables and independent variables. The table reveals that among eight independent variables three variables have significant values [Emotion and Affection (t = 3.152; p <0.002), Play and Enjoyment (t = 3.084; p <0.003) and Pressure (t=2.134; p<0.036)].

It is concluding that the most important predictors that affect Stress in Social Life is the Play and Enjoyment, which is followed by Pressure, Learning and Knowledge, Control, Discipline, Self-Acceptance, Empathy and understanding and Emotion and Affection. From table 3 the following regression equation is formed.

Stress in Social Life = 2.719 + 0.508 (Play and Enjoyment) + 0.366 (Pressure) + 0.341 (Learning and Knowledge) + 0.130 (Control) + 0.122 (Discipline) + 0.074 (Self-Acceptance) + 0.024 (Empathy and understanding) + 0.020 (Emotion and Affection).

From the equation, it is inferred that if 'Play and Enjoyment' increases by 1 unit, 'Stress in Social Life' is estimated to increase by 0.508 unit, assuming that all other variables are constant. Similar explanation can be made for other variables.

Table 4 depicts the regression analysis of Stress in Financial Implications and Self Efficacy. It is found from the correlation table that Stress in Financial Implications has relationship with perception towards Self-Efficacy such as Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge. However, considering these eight factors in finding out which factor is highly influencing Stress in Financial Implications, regression analysis was performed, and the results are given in the table. Here, Stress in Financial Implications has been taken as dependent variable and other related variables such as Emotion and Affection, Play and Enjoyment, Empathy and understanding,

Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge are taken as independent variables.

Table 4

Influence of Self-Efficacy on Stress in Financial Implications

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.924a	.854	.839	.09240	59.032	.000b

a. Predictors: (Constant), Learning and Knowledge, Emotion and Affection, Play and Enjoyment, Discipline, Empathy and Understanding, Pressure, Control, Self Acceptance

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.640	.238		15.323	.000
	Emotion and Affection	.015	.007	.113	1.986	.050
	Play and Enjoyment	.720	.192	2.254	3.756	.000
	Empathy and understanding	.166	.176	.924	.946	.347
	Control	.407	.250	1.413	1.627	.108
	Discipline	.392	.150	1.408	2.609	.011
	Pressure	.565	.200	1.749	2.829	.006
	Self Acceptance	.049	.196	.275	.248	.805
	Learning and Knowledge	.075	.251	.299	.300	.765

a. Dependent Variable: Stress in Financial Implications

The results of multiple regressions where the value of co-efficient of regression determination (R^2) is 0.854 which implies that 85.4 percent of the independent variables, namely Emotion and Affection, Play and Enjoyment, Empathy and understanding, Control, Discipline, Pressure, Self-Acceptance and Learning and Knowledge.

To check whether this R^2 is statistically significant, ANOVA has been carried out. The F value obtained is 59.032 (P < 0.000) and hence it is determined that there is significant relationship between dependent variables and independent variables. The table reveals that among eight independent variables four variables have significant values [Emotion and Affection (t = 1.986; p <0.050), Play and Enjoyment (t = 3.756; p <0.000), Discipline (t=2.609; p<0.011)] and Pressure (t=2.289; p<0.006)].

It is concluding that the most important predictors that affect Stress in Financial Implications is the Play and Enjoyment, which is followed by Pressure, Control, Discipline, Empathy and understanding, Learning and Knowledge, Self-Acceptance and Emotion and Affection. From table 4 the following regression equation is formed.

Stress in Financial Implications = 3.640 + 0.720 (Play and Enjoyment) + 0.565 (Pressure) + 0.407 (Control) + 0.392 (Discipline) + 0.166 (Empathy and understanding) + 0.075 (Learning and Knowledge) + 0.049 (Self-Acceptance) + 0.015 (Emotion and Affection).

From the equation, it is inferred that if 'Play and Enjoyment' increases by 1 unit, 'Stress in Financial Implications' is estimated to increase by 0.720 unit, assuming that all other variables are constant. Similar explanation can be made for other variables.

Table 5

Cronbach's coefficient alphas of TOPSE sub-scales.

Scale	Cronbach's alpha	Number of items
Emotion and Affection	.86	6
Play and Enjoyment	.82	6
Empathy and Understanding	.84	6
Control	.79	6
Discipline and Setting Boundaries	.72	6
Pressure	.74	6
Self-Acceptance	.83	6
Learning and Knowledge	.93	6

CONCLUSION

Bandura, in his original theory, describes, any domain of behaviour will be developed by performance mastery & vicarious experience. It has to be learnt through role modeling.

Such Self efficacy training is felt essential, proved by researcher, to be effective, in the study group selected, at Cuddalore district of Tamilnadu. The study was conducted for a duration of six months. Some parents and sibling participants could master the training only after repeated sessions of training. Hence the overall training to handle stress by prepared module took six months, and it was proved effective by statistical datas.

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