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Comparison of the family environment perception levels of the mothers who have physically handicapped children in preschool and primary school period

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Abstract

Mothers and fathers are accepted as having major roles in the development and education period of the physically handicapped children. Most intensive periods of children to interest and care of their mothers are; preschool and primary school periods therefore these periods have great importance in physically handicapped children. This study aimed to compare the family environment perception levels of the mothers who have physically handicapped children in preschool (3–6 years) and primary school (7–10 years) period. This study included 84 physically handicapped children and their mothers. Perception of family environment of mothers were determined by Family Environment Questionnaire-FEQ. The results indicated that preschool or primary school period did not effect the family environment perception of the mothers of the physically handicapped children ($p>0.05$). Physically handicapped children requires different support services

Keywords: Preschool education period, primary school education period, family environment, special education, physically handicapped children

1. Introduction

To compare of the family environment perception levels of the mothers who have physically handicapped children in preschool and primary school period. Mothers and fathers are accepted as having major roles in the development and education period of the physically handicapped children. Most intensive periods of children to interest and care of their mothers are; preschool and primary school periods therefore these periods have great importance in physically handicapped children.

Because, stress and problems related to the special needs of the handicapped children make difficult of the lives of the mothers and directly affect by the family environment. Therefore; strong family relations are very important in coping with stress and perception of family environment needs to be known. This study aimed to compare the family environment perception levels of the mothers who have physically handicapped children in preschool(3–6 years) and primary school (7–10 years) period.

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2. Method

This study included 84 physically handicapped children and their mothers. Perception of family environment of mothers were determined by Family Environment Questionnaire-FEQ. Datas were analysed by using SPSS 15.0 statistical programme and Independent Sample t test and Pearson correlation test was used. Statistical significance was accepted as $p < 0,05$.

3. Findings:

Seventeen (39.5%) of children were girls and 26 (60.5%) were boys with totally 43 (51.2%) children in 3-6 years period. Seventeen (41.5%) of children were girls and 24 (58.5%) were boys with totally 41 (48.8%) children in 7-10 years period.

Mothers of 3-6 years of age period had a mean of 47.37 ± 5.96 (min:33- max:56) score in unity-solidarity subdimension and 27.91 ± 3.34 (min:19- max:34) score in support subdimensions while the mothers of the 7-10 years of age period had a mean of 47.24 ± 5.87 (min:32- max:61) score in unity-solidarity subdimension and 27.41 ± 3.61 (min:18- max: 34) score in support subdimension of FEQ.

4. Results:

The results indicated that preschool or primary school period did not effect the family environment perception of the mothers of the physically handicapped children ($p > 0.05$). Significant relation was found between subdimension of FEQ unity-solidarity with the gender of children in 3-6 years period; while no relation was found between control subdimension. In addition, there was positive correlation between unity-solidarity and support subdimensions ($r = 0.360$, $p < 0.05$).

5. Discussion and recommendation

Physically handicapped children requires different support services. Therefore; to determine the services it seems very important to have information about the perception of family environment of the family members.

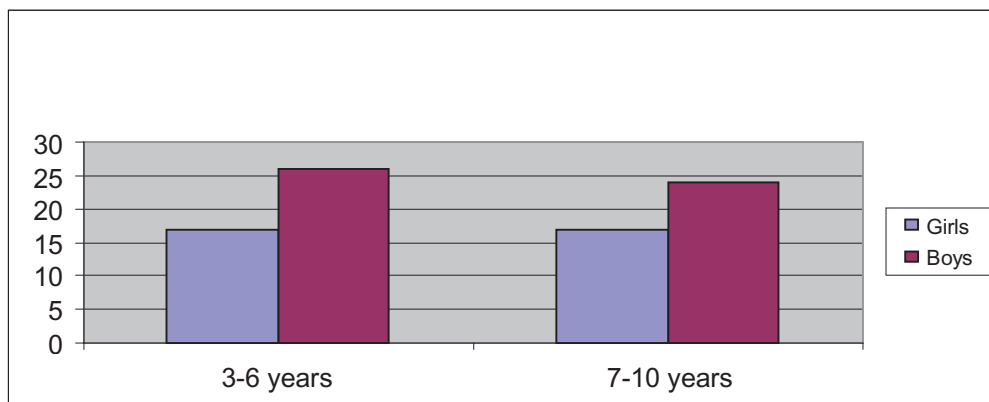


Figure-1. Distribution of Genders of Physically Handicapped Children

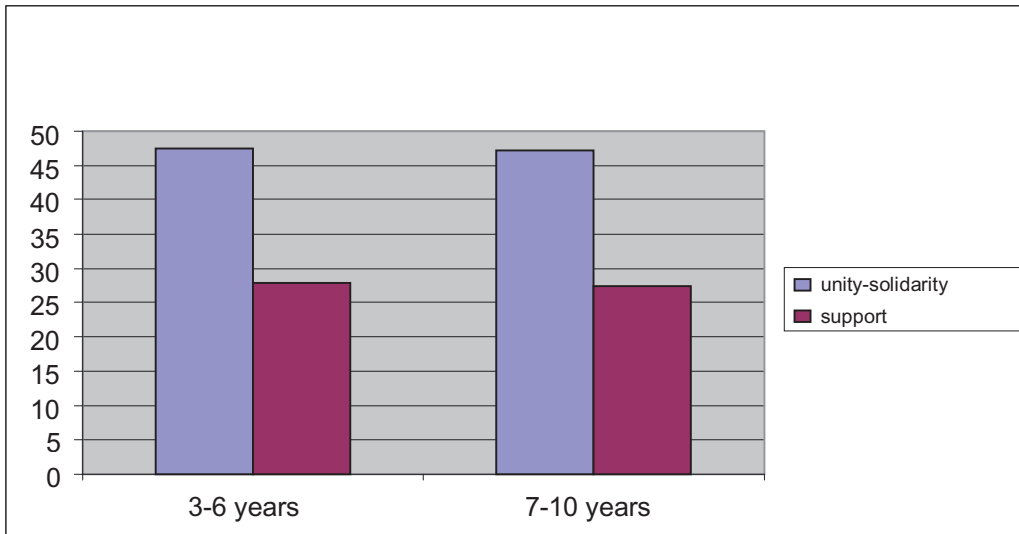


Figure 2. Mean Scores of Family Environment Questionnaire