

A Sociological Perspective of Inter Role Conflict in Mothers of Special Children in Mayuri Special School, Dholpur

Abstract

The Mayuri Special School established in the year 2000, is located in the Dholpur district of Rajasthan state. It is a Primary Co-Educational non-residential school. However, soon the school is going to have its proposed hostel in the campus. The total number of students in is 67. The total number of teachers is 4. It is meant for the mentally challenged, dumb and hearing impaired children from the various parts of the district. It is a unique school of its type. In the district there are several mentally disabled children suffering from one or the other mental and physical problem. Owing to certain personal problems and financial limits, the parents of such children fail to manage their stay, education and training in the other cities where there are the schools and centres for such children. In such a situation, the Mayuri Special School becomes more important for the children of the area. It is true that 100% such children in the district are not enrolled in it, still efforts are made by the school management to serve most of the children in the district.

The mentally retarded children suffer from several psychological and physical problems. They are problematic to all, but particularly to the parents who wish to bring up them in a healthy environment that can ensure them an all round development of their personality. They leave no stone unturned to provide them the facilities that are provided by the parents of the physically and mentally normal children.

The paper is an empirical study conducted on 30 mothers of the mentally challenged children enrolled in the school. Obviously, the mothers of such children live through inter and intra role conflict. The paper focuses their inter role conflict in particular. The paper covers the various behavioural aspects of their children at home and at school, causes and effects of their being sent to school, and the services being rendered to the children and their parents by the school.

Keywords: Mentally Retarded, Hearing Impaired, Inter-Role Conflict, Intra-Role Conflict, Behavioural Aspects, Tension, Individual Attention and Focus.

Introduction

Situated on the Ondela Road, Dholpur, the Mayuri Special School meant for the mentally retarded and challenged hearing impaired children, is an important school in the district where the mentally retarded children of different age groups can be seen getting training in speaking, hearing and improving behavioural aspects for the sake of their personality development through the trained teachers in a healthy environment. Such children are special as they are different from the physically and mentally normal children.

The Mayuri Special School offers two courses for the special children- Course in Mental Retardation and course for the hearing impaired. The mentally retarded children are classified in two groups-the senior and the junior group, while for the hearing impaired there is no such classification, and they are given lessons just in one room.

Children are the liability of the parents as well as of the society they are born in. Whether normal or abnormal, both the types of children are important and valuable. Parents try their best to provide the best facilities to them. The same is true of the parents of the mentally retarded and hearing impaired children in the school. Though incapable of understanding the meaning and value of education, they are sent by the parents to the school for the sake of their all round development. No doubt, all the family members of such children contribute to the socialization and

Sadhna Pandey
Research Scholar,
Deptt.of Sociology,
University of Allahabad,
Allahabad

education of such children, but it is the mothers of such children who sacrifice their whole life in bringing up such children.

The School at A Glance

School Category	Middle School (Upto VIII)
Residential	No
Number of students enrolled in the session 2017-18	68
Age-Group of the Children	3-20 years
Courses Offered	2
	1. Mental Retardation 2. Course for the Hearing Impaired
No of Teachers	6
	Trained Teachers-3 Untrained but Highly educated teachers-3
Music & Dance Teacher	1
Physio-Therapist	1
No of non teaching staff	4
No of class rooms	3
No of non-class rooms	3
No of black boards	3
Library	No
No of computers	1
Activities	Singing, Dancing, Physical and Mental Exercise, Games & Sports, Outing
Student Teacher Ratio	3
Student Classroom Ratio	4
Pass Percentage	100
Percentage of students who scored first class	100

In all the situations of their practical lives, the mothers of the mentally retarded and hearing impaired children feel divided between their roles. They find surrounded by their family and social liabilities on the one hand, while on the other, by their liabilities to their children who may be both physically and mentally normal and abnormal. The multi-roles at one time of the mothers causes in them a horrible inter-role conflict. They always find themselves calculating in mind which role in a given situation they should prefer most and which of the roles they should place at the next priorities. While performing several roles together, the mothers of such children find themselves tensed and depressed. Indeed, they suffer from an untold and unrealizable misery caused by their being divided between the social and family liabilities.

Objectives of the Study

1. To study the socio-cultural and educational environment in Mayuri Special School, Dholpur
2. To learn about the special behavior of the children enrolled in the school through the teachers and the director of the school
3. To be familiar with the age-group, family background, health status and mental status of the children

4. To learn about the physical and mental problems of the children
5. To know about the special achievements of the children in the school
6. To have an idea about the teaching staff and the other staff in the school
7. To find out in what ways the teachers and the other staff members help the children in the school
8. To learn about the visits of the parents and other family members of the children enrolled in the school
9. To be familiar with the activities and celebrations in the school for the boosting of the children
10. To interact with the parents of the children and learn about their behavior at home
11. To attempt to peep into the inner working of the mind of the mothers of the children in the school

Review of Literature

Lowrey, K.A. (2010). According to him, inclusive education is a process of strengthening the capacity of the education system to reach out to all learners & can thus be understood as a key strategy to achieve EFA.

Operti, R., Walkar, Z. & Zhang, Yi.(2014). Inclusive education is the convergence of equity and quality as complementary access & promoting the mindset & holistic transformation of the education systems (from vision to practices. Policy Guidelines on inclusion in Education. (2008). In short, concept of inclusion as a response to students with special needs is developed as, -1990- World conference on Education for all.-1993-Standard roles for Equalization.-1994- Salamanca statement & framework for action on special Needs Education. -2006- United Nations Convention on the rights of persons with Disabilities.(mainly article 24.

In response to above commitments, in India, National focus group OECD (2012) cited the National Curriculum Framework for school Education (NCFSE 2000), brought out by the National Council of Educational Research & Training (NCERT), recommended inclusive schools for all without specific reference to pupils with Special Educational Needs (SEN) as a way of providing quality education to all learners.

A Dilemmas for inclusive education in an Indian context was stated in Position Paper National Focus Group on Education.of children with special needs.(2006) as SSA (2007) notes that it aims to achieve inclusive education & highlights 8 priority areas of intervention, namely -

1. Survey for identification of CWSN,
2. Assessment of CWSN,
3. Providing assistive devices,
4. Networking with NGOs/ Govt. schemes,
5. Barrier free access,
6. Training of teachers on IE,
7. Appointment of Resource teachers,
8. Curricula adaptation/ textbooks/appropriate TLM (Teaching Learning Material).

Garg Madhu (14th November, 2017). The special children suffering from mental retardation and hearing impairing need special care and attention at

home and outside. The special schools meant for them are contributing a lot in the development of their personality.

Upadhyaya AK & Rai BB (2017).The gap between men and women in terms of education in India is severe.

Hypothesis

1. Mayuri Special School is meant for mentally challenged, hearing and speech impaired children
2. It is one of the pioneer schools in the state of Rajasthan serving mentally retarded children
3. It is a non-profit, non-commercial voluntary organization dedicated to the welfare of the mentally challenged children and adolescents
4. Over last ten years, the school has touched and improved more than 700 special children
5. In the school, besides the lessons, various activities are organized for the improvement and welfare of the students
6. The students in the school are taught and trained under the guidance of the trained teachers
7. To learn about the problems being faced by the children in the school
8. To learn about the problems being faced by the teachers
9. To learn about the achievements of the children in the school
10. The school provides a healthy environment of education to the children
11. The conveyance is provided to the children in order to bring from and drop at their houses
12. Monthly parents-teacher meetings are held in the school in order to make the parents familiar with the problems and achievements of the children
13. To have an idea about the problems being faced by the parents of the children
14. To learn about the inter-role conflict in the mothers of the children enrolled in the school

Research Methodology

The study is an empirical one conducted on 30 mothers of the students of Mayuri Special School, Dholpur. For the sake of the scientific spirit of the work, the researcher made semi-participant observation, that is, she visited the school on such special occasions that could help her meet and interact with the mothers of the special children in the school. The units of information were selected randomly. For the purpose, all the steps of social research prescribed and suggested by the eminent sociologists and social scientists, were observed. The researcher collected both the primary and the secondary data. She collected the primary data through an interview schedule covering all the major aspects of the special behavior of the children at home and at school in the questions that were prepared for it. She collected the secondary data from the literature already available on internet, in newspapers, magazines and journals.

Key Findings

1. The socio-cultural environment in the Mayuri Special School is very good and highly appreciable

2. The students belong to different the age- groups. The number of the students in the age groups-5-10 and 10-15 are higher than that in the other age groups
3. 60% of the total students belong to the rural background while 40% of them belong to the urban area
4. About 20% of them belong to the highly educated families families, 40% to the moderately educated families and 40% to the uneducated families
5. The children enrolled in the school find themselves comfortable with the teachers and the other members of the staff.
6. There are separate rooms for the mentally retarded and the hearing impaired.
7. The mentally retarded children are classified in two groups on the basis of their age and course, while the hearing impaired are not classified.
8. Of the 68 students enrolled for the session 2017-18, 24 are girls and 44 are boys.
9. Most of the teachers are trained and very caring to the children
10. There are separate teachers for classroom teaching, music and dancing
11. The Physio-therapist appointed in the school make the required therapy of the children
12. Most of the children in the school understand everything that is taught to them
13. Most of the children fail to follow the teachers and the rules of the school because of their mental disabilities
14. The Parents-Teacher meetings are held in the school regularly, and the parents are made familiar with the progress and problems of the children
15. The children enrolled in the school are problematic to the teachers and the staff
16. The behavior of such children at home is full of unknown problems
17. Everybody in the family of such children suffers from inter and intra-role conflict
18. 20% mothers selected for the sample are highly educated; 30% are moderately educated while 50% of them are almost uneducated with no education or only primary education
19. The students from all the castes and religions are studying in the school
20. The mothers suffer from the inter-role conflict because of such children's special behavior at every place where they are taken

Conclusion

The Mayuri Special School in Dholpur is a great school meant for the children with various mental disabilities. The school administration provides all the basic facilities to its students. Its environment; caring attitude of the director, teachers and the other staff members; regular activities organized in the school for the improvement in the children etc.-everything is so good. The special behavior of the children is of course a problem to everybody associated with them, but particularly to the the mothers who have to take pains while the children are at home. Despite the invaluable services being rendered by the school and its teachers, each of the

mothers in the sample is bound to face inter-role conflict. Had the children been normal, they might have been free from this conflict, but the problems of the children bring several unknown problems to the mothers in special who have to play several roles at the same time and situation, and have to be under the condition of inter-role conflict. While serving the children, they often find themselves between two or more than two roles. In any given situation, sometime they want to live only for the children whom they have given birth, and sometime they want to live for the family and social obligations and liabilities.

References

1. Lowrey, K.A.(2010). *Mainstreaming*. In Hunt, T.C.&Lasley,T.S.II. *Encyclopedia of Educational Reform & Dissent*,(vol.1).p.540. California: SAGE Publications, Inc.
2. Operti,R.,Walkar,Z.& Zhang, Yi.(2014). *Inclusive Education.: From targetting groups& schools to Achieving Quality Education as the core of EFA*. In Florian,L.(Ed.).*The Sage Handbook of Special Education*.(Vol.1).(2nd ed.).
3. *Policy Guidelines on inclusion in Education*. (2008). France:UNESCO.
4. OECD(2012), *Equity & Quality in Education:Supporting disadvantaged students& schools*,OECD Publishing.[http: dxdoi.org/10.1787/9789264130852-en](http://dxdoi.org/10.1787/9789264130852-en)
5. *Position Paper National Focus Group on Education.of children with special needs*.(2006). New Delhi: NCERT.
6. Singal,N.(2014). *Entry, Engagement & Empowerment: Dilemmas for Inclusive Education in an Indian context*. In *The Sage Handbook of special Education*. P.153.
7. *The updated site of the Mayuri Special School, Dholpur (2017)*
8. *Interview of Ms. Madhu Garg (The Director of the School) on the 14th November, 2017*
9. Upadhyaya AK & Rai BB (2017). *Soochna Prodyogiki, Samaj, Sanskriti Aur Mahila Sashaktikaran, Naman Publication, New Delhi, pp. 66-72.*