CHAPTER VII
HYPOTHESES

The two aspects of the problem under investigation in this study are:

A) The relationship between the actual urge of the parents of a child, to do something for their child and the factors which act as constraints on materializing this urge.

B) The extent and quality to which this urge is materialized when the means for materializing it are provided to the parents.

Although the goals of the study got clearly stated in this enunciation of the problem, the enunciation in itself was an ordinarily generalized relational statement. The terms 'actual urge', 'constraints' and 'materialize' were difficult to define. It was therefore not possible to deduce from this enunciation a hypothesis which could be tested properly. The investigator therefore felt that an intermediate argument was necessary before deducing a hypothesis.

The argument proposed was,

(In the absence of the provision of any regular specialized service) the rural-based mentally retarded child CAN be provided with an opportunity to develop and improve his abilities, by transferring skills and information about the techniques of management and education of such a child to its parents.)
This argument helped in formulating the following hypotheses which could be tested separately.

The hypotheses.

1. The parents of all rural-based mentally retarded children accept training for managing and educating their child.

2. The parents of such rural-based mentally retarded children accept training only because their child is dependent upon them in all respects.

3. All such parents follow the programme of carrying out management assignments closely with regard to the frequency and method of implementing them. They also contribute to the method of implementing and achieve set goals.

4. All such parents follow the programme of carrying out educational assignments closely with regard to the frequency and method of implementing them. They also contribute to the method of implementing and achieve set goals.

5. The parents continue the training only if the child responds positively to the assignments.

6. Such parents tend to work only in that area which they felt was inadequate in their child at the time of referral.

7. Parents' behaviour in relation to their mentally retarded child changes as the programme continues.

Operational definitions of certain significant terms used in the hypotheses are as given further.
Parents: Individual primarily responsible for the care of the child. These would normally include the father and mother but may also include siblings, grand-parents and other members from the joint-family.

Management assignments: Assignments which engineer change in some aspect/s of the child and/or his immediate environment in view of preparing the child to utilize the benefits of the assignments if implemented.

Educational assignments: Assignments which initiate, facilitate, and establish the learning and acquiring of skills in the developmental areas of Movement, Speech and Language, Perception-Cognition and Self-care.

Closely (Following the Programme): Implementing the assignments required with such frequency and by such method that a mean score of more than 50% of the possible maximum score is obtained.

Parents' behaviour: Behaviours as enumerated in the Parents Behaviour Progression.