

# **CLOTHING PROBLEMS OF MENTALLY RETARDED GIRLS**

**By**

**PUNAM GUPTA**

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Chaudhary Charan Singh Haryana Agricultural University  
in partial fulfilment of the requirements  
for the degree of:

**MASTER OF SCIENCE**

**in**

**CLOTHING AND TEXTILE**

Indira Chakravarty College of Home Science  
Chaudhary Charan Singh  
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*DEDICATED*


*TO*

*MY BELOVED PARENTS*

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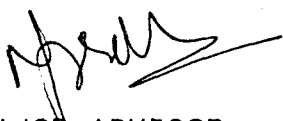
This is to certify that this thesis entitled, "Clothing problems of mentally retarded girls", submitted for the degree of Master of Science in the subject of Clothing and Textile of the Chaudhary Charan Singh Haryana Agricultural University, is a bonafide research work carried out by Ms. Punam Gupta under my supervision and that no part of this thesis has been submitted for any other degree.

The assistance and help received during the course of investigation have been fully acknowledged.

  
[Mrs. Neelam Pruthi]  
MAJOR ADVISOR

## CERTIFICATE - II

This is to certify that the thesis entitled "Clothing problems of mentally retarded girls" submitted by Ms. Punam Gupta to the Chaudhary Charan Singh Haryana Agricultural University, in partial fulfilment of the requirements for the degree of Master of Science in the subject of Clothing and Textile, has been approved by the Student's Advisory Committee after an oral examination on the same, in collaboration with an External Examiner.



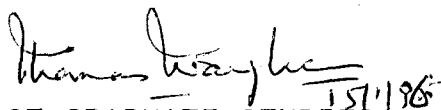
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Hisar

September 22, 1995

  
[Punam Gupta]

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*"To understand the behaviour of the retardates one  
must study the behaviour of the retardates.*

*The study of normal behaviour is quite  
irrelevant to this purpose.*

*If one aims to understand, predict and control  
the behaviour of retarded individuals,  
he needs to know how they behave  
and not how they differ."*

*Baumiester (1967)*

## 1. INTRODUCTION

---

Mental capabilities are an important asset in human life. It enables one to think and solve problems, to differentiate and evaluate correctly. This important asset is lost if mental development is impaired. The causes of impairment can be any and may occur at any stage of life but whatever may be the reason, it leads to mental retardation if needed attention is not given at the initial stage.

Mental retardation is not a disease or a single entity. It is, rather a term applied to a condition of retarded mental development present at birth or in early childhood and is characterized mainly by limited intelligence combined with difficulty in adaptation. As per Tredgold (1952) 'Mental retardation is a condition in which the mind has failed to reach complete or normal development'.

Mental retardation is not primarily a medical problem rather it is an educational, psychological and social problem. There is considerable ignorance amongst the general public about the concept of mental retardation. It is noticed that social outlook among the public and even amongst some professionals towards the retarded is not only indifferent but also unhealthy and demoralizing.

Parents of the retarded children need patience and they should realize that they have a child who will develop slowly. It is within the power of the parents to make life of such children as nearly normal as possible because they always get strength from their parents. If parents, teachers, psychologists and all those charged with the care of the young, share interest and responsibility in this field, they can play an important role in the proper development of the retarded children.

Mentally retarded themselves are of little significance, they are not strong and active and do not have capacity to do work for themselves, that is why they are oftenly not accepted by the family and by the community. Parents even hold slightly negative view towards them and do not give due importance to their requirements. Many a time they do not dress them up properly which generally leads to development of inferiority complex in them. Most of the parents are not aware that the social and psychological aspect of clothing for the mentally retarded plays a very important role in social interaction.

Mentally retarded children have an urge for social acceptance because of that they want to dress up like the people around them. They are particular about their appearance as it influences their acceptance into the main stream of the community. "For the mentally retarded, success in the social and economic environment has been shown to be closely tied to grooming and personal appearance. Physical appearance of

retarded individuals can be of utmost importance in the development of self concept, and that the appearance of the mentally retarded plays an important role in the individual's own feeling of confidence and selfworth. There is a positive correlation between self confidence and feelings of being well dressed" (Yoder, 1985). Devdas also depicted the importance of well dressing as well dressed child is more relaxed, comfortable, confident, secure and even happier. On the other hand, a poorly dressed child looks impatient, less friendly, more conscious, less confident and feels inferior.

With clothing, color, line and texture of the fabric in garments also have an effect on the mood and behaviour of the wearer. As per Ryan, color was reported as influencing mood frequently than any other feature of dress. Some opined that bright colors created strained, uneasy or self-conscious mood and some other responded that it never made one feel sad or depressed, dull or uninteresting.

There are about 18 million mentally retarded persons in India as two per cent of Indians are born with some degree of mental disability. Out of them about 75 per cent are mildly retarded, 20 per cent are moderately retarded and 5 per cent are severe to profoundly retarded (Goel, 1984). All of these are in need of some kind of special care, ranging from special education and training to complete support.

Thus, to meet their required needs many scientists and social workers have shown their interest and also made efforts in the direction of improving the condition of the retarded. Many government and non-government institutes have mushroomed in big cities to provide training and special education to such children. A lot of work has been done to study the problems and attitudes of mentally retarded, in general. But very few efforts have been made on their clothing problems.

Therapists and educators for mentally retarded are aware that clothing and grooming are important aspects in the lives of the mentally retarded but these specialists are not trained in clothing principles, nor are they necessarily guided in the development of clothing programmes.

With this view in mind, the present study has been planned with the following objectives:

- 1) To study the opinion of mothers towards the clothing of their mentally retarded girls.
- 2) To explore the preferential choices for clothing of mentally retarded girls.
- 3) To analyze the clothing problems of mentally retarded girls.

#### SCOPE

This present study is further helpful to the:

- a) Researchers for a further study on designing aspects by incorporating the self-help features in the garments and the

impact of such garments can be studied on behaviour, socialization and personality development of mentally retarded girls.

b) Social workers to plan the programmes related to the clothing problems of mentally retarded girls to impart education to the parents and the society.

c) Young dress designers who can be associated with special institutes working for welfare of mentally retarded children to design dresses as per requirements of the children.

## 2. REVIEW OF LITERATURE

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A comprehensive review of literature is a must in any research endeavour as it provides a sound theoretical frame work for research and a base for developing tool. It further provides insight into the method and procedure to be sued to reach the objectives of the research and finally to work out a basis for interpretation of findings.

In this chapter, relevant literature having direct or indirect bearing on the present study and which provides adequate theoretical support to the purpose of the present study has been organized under the following heads:

2.1 Parental opinion towards mental retardation

2.2 Clothing: Preferences and problems

2.1 Parental opinion towards mental retardation

Literature revealed that many studies have been conducted in India and abroad regarding the parental and society opinion towards mental retardation in general and investigator found no research studies done directly related to the opinion towards clothing of mentally retarded children. As the general opinion also affects the people's opinion towards clothing of mentally retarded children that is why some of such studies have been stated in this chapter.

The following few studies indicate that the mentally retarded children are incapable of contributing anything to family and society. So people hold different attitude towards them which further leads to the development of the inferiority complex in such children.

Coughlin (1941) found few broad categories of parental attitudes. First group of parents were, who neither intellectually nor emotionally were able to accept the child. These parents had destructive attitude towards the child. Second category of parents had constructive attitude and were well adjusted personally. Finally, positive attitude was expressed by some parents who had complete acceptance of a disabled child.

Gandhi and Aggarwal (1969) elucidated that mentally retarded have lesser energy, poor memory, are unable to progress at school, can not run a family, can not look after themselves and can not be benefited from schooling. They are burden on society and relatives also. Majority of them opined that mentally retarded are restless, uncomfortable, unhappy and do not have sound mind. It also believed that retarded are so because of their past Karma.

Shukla and Mujoo (1969) found that the peer acceptance, an important variable in personality development, has been found to be related to intellectual ability. Social acceptance is positively related to intelligence, specially, mentally retarded children have generally been found to have low social acceptance.

Simkin (1971) found that the emotionally disturbed children are socially neglected and they remain engaged in either isolate activity or parallel play. They do not interact with peers in co-operative play. Such a child is described as being shy and withdrawn. Child sometimes simply sit and do nothing, or engage in pacing behaviour or in an activity which involves only himself such as reading, watching, television or coloring a book.

Darling (1978) reported that although all the parents preferred a normal child. They were generally not happy with the defective child they had.

Gopalan (1981) studied the social attitude towards mentally retarded and reported that the family, community and the society feel that the mentally disabled are incapable of contributing anything to the society. Rarely one thinks of concern and love for such persons. There is need to change the social attitude towards them which would certainly change the world for them and make it worth living. So it is necessary that the families have to be educated on the care of the mentally disabled persons.

Jayanthi (1981) elucidated that most of the mentally retarded children carry out activities related to personal cleanliness and food by themselves. They need assistance in medical treatment, education and recreation. Normal children are sympathetic and affectionate, indicating the positive attitude. Mothers spend more time with them as they are personally

interested in their welfare and also consider it as their duty. Presence of such child does create problem and impose a demand on the resources such as time and money. They are considered as a burden especially economic burden on society due to their medical expenses. They are also socially disapproved.

Hurkat (1983) reported that mentally retarded are more prone to having emotional problems because of their limited intellectual abilities. They understand their problems ambiguously, perceive the demands of their environment less accurately, and are more restricted in the variety of solutions to their problems. They not only suffer from problems of personal and social adjustments but also from psychomotor deficiencies. The main cause of their social maladjustment is lack of educational achievements, low socio-economic conditions, lack of parental love and affection, poor environmental control, lack of experience, resentful attitude towards parents and those who are in authority, poor work habits and lack of initiative.

Jehan and Ansari (1983) revealed that parental education has great impact on adjustment process of the mildly mentally retarded children. He found that the mildly retarded children of illiterate parents are more maladjusted as compared to mildly retarded children of literate parents. Such children whose parents are literate are also better adjusted in different areas of adjustment namely social, emotional, health, home and

financial adjustments as compared to those of illiterate parents.

Asrani (1984) reported that by giving love, understanding and individual attention, the mentally retarded children can be trained to acquire a reasonably disciplined state of mind, able to perform ordinary normal functions, contented in spirit, sociable and happy. They can become useful through work, no longer a burden or parasite on society but individuals contributing a mite towards society, a society which has, for long not only neglected them but treated them as they were inferior species. In fact, it is this callous attitude that has made them second rate citizens, treated shabbily by both society and their own near and dear ones.

Prakash *et al.* (1985) in a study of personality disposition of mentally retarded children indicated that mentally retarded, unlike their normal peers, were more dependent, more unstable, and hostile and had negative self esteem. The researcher contended that this was a result not only of parental rejection but also because the mentally retarded children were able to perceive the rejection.

Channabasavanna *et al.* (1987) studied the attitudes of parents towards the management of mentally retarded children and observed that degree of mental retardation, education of parents, socio-economic variables and the sex of the child do not influence the attitude of the parents towards the management

of the mentally retarded child. The most important observation is the concept of mental retardation which is primarily responsible for the attitude formation. It can be changed through positive counselling.

Dhillon and Chaudhary (1990) reported that mental retardation is a social problem and community have more or less negative attitude and conception of the mentally retarded. Mentally retarded children are of little significance, are not strong and active and do not have capacity to do much for themselves. Doctors of mentally retarded hold a slightly negative view and also the parents and teachers have an ambivalent attitude towards mental retardation. Indian community on the whole is unfavourably disposed towards the mentally retarded.

Thus, it is concluded that people do always have negative opinion towards mentally handicapped but they have also some favourable opinion for them. Some times, in the beginning, the parents do not accept their handicapped children, as they are not aware that their subsequent care and training depends upon this acceptance. But with the passage of time, parent-child-interaction generally lead to love and acceptance of such children.

It is further reported in the studies, that the mentally retarded can become respectable member of the family and community by imparting them vocational guidance, training and

education in social behaviour and dressing. Some of the related studies have been as follows:

Schwartz (1979) argued that both the trainable and the educable retarded children can learn certain minimal self-help practices by maturity, such as, toileting, use of table flatware, dressing and undressing and a limited use of language. Retarded children learn more limited tasks than average children and require more frequent reinforcement.

Nair (1980) investigated that many orthodox parents think it useless to spend money on education of mentally retarded especially on mentally retarded girls. They feel that girls with low intelligence should be trained in household chores only. In schools also mentally retarded children face adjustment problem due to lack of communication and lack of mental development.

Asrani (1984) reported that the mentally retarded children can be trained to acquire a reasonably disciplined state of mind, able to perform ordinary normal functions, contented in spirit, sociable and happy. After getting proper training, all of them, however, acquired through occupation, music play and schooling, a reasonable disciplined state of mind and became useful, happy and sociable citizen. Now, many of the mentally retarded are working on looms, making chairs, spinning and weaving.

Goel and Sen (1984) revealed that social adaptation and vocational training of mentally retarded are relatively much

more important than their academic achievements. Vocational training is the only means of making mentally retarded economically and socially self-dependent, at least partially. The retardates may be given special training leading to practical help in their day to day life such as dressing, independent movement, handling of money matters, maintaining personal hygiene, learning to communicate about their needs, self help etc.

Naik (1984) observed that people have feeling of tolerance, apology and sympathy towards them. They also feel, mentally retarded can be socialized in the primary setting of the family and move around comfortably in the community. Some people were optimistic and said that they can pass even HSC examination, can be best trained in a special school and also can be gainfully employed, by giving them canning, weaving and packing work, as a helper to professionals like doctors, dentists, as their prime choices of suitable occupations.

Nayar (1990) stated that the trainable retarded child can gradually learn to perform independently other adaptive skills but this requires cooperation of the family and a conducive and encouraging behaviour. By using the technique of imitation and modelling by demonstration, these children can also learn to eat independently and also to dress up.

Rao (1990) reported that we can help a mentally retarded person to achieve maximum physical, mental, social, economic and

vocational usefulness of which he is capable. This should be done in proper training institutes under the guidance of experts. There they can learn about self awareness and skills so that they can adapt themselves to the normal world.

From these studies, we conclude that the training for mentally retarded children is an important aspect to make them self-reliant, socially acceptable and independent.

## 2.2 Clothing: Preferences and problems

Literature reveals that very few studies have been carried out regarding the clothing preferences and problems of mentally retarded in India as well as abroad. Considerable studies which have been done related to clothing of such children, are mentioned below:

### Preferences

Sailor (1967) conducted a study on color and design preference of mentally retarded teenagers. The purpose of the study was to explore the possible relationship between certain personality dimensions and selected aspects of color and design in clothing fabrics.

For the study, the sample was of 47 mentally retarded teenagers with 33 boys and 14 girls from low socio-economic level with age range of 12 to 18 years and I.Q. from 43 to 80. To know their color, design and fabric preference the Compton Fabric Preference Test was administered to group of 5 to 7

subjects which constituted of 78 colored slides of apparel fabrics.

The results of Compton Fabric Preference Test indicated:

- 1) The group of mentally retarded teenagers tend to prefer saturated colors with small design and strong figure ground contrast as well as smooth fabric.
- 2) High school and college students preferred bright highly saturated colors.
- 3) Most group of students, home makers and mental hospital patients, favoured strong value contrast and cool colors.
- 4) Mental hospital patients seemed to have stronger preference for small designs than did the student groups.

Dharangadharia (1978) conducted a study to determine the color preference of mentally retarded children between the age group of 4 to 13 years according to their age, sex and socio-economic status.

She reported that the order of color preference for entire group was white, grey, red, black, orange, violet, blue, yellow and green. This indicates that the first four preferences were given to three natural colors: white, grey, black; and one primary color: red. According to two age groups, i.e. 4 to 8 years and 9 to 13 years, grey color was most and yellow, green, violet were least preferred by young group, whereas white color was most and blue, yellow and green were least preferred by older group. According to sex, black and white colors were

preferred by boys, whereas red and white were preferred by girls. According to socio-economic status, color preference of children from higher income group differed from those of middle and lower income group.

Thus she concluded that color preference of mentally retarded children varied with age, sex and socio-economic status.

### Problems

The mentally retarded experience unique problems in areas of adjustment, dress and appearance. They have more adjustment problems than the normal adolescents in four areas of adjustment - Home, health, social and emotional. The overall adjustment of mentally subnormal is very poor as compared to normal people (Shukla, 1974).

Kumar (1989) stated that mentally retarded child is unable to interact effectively and appropriately with his environment. A retarded child would show low scholastic achievements primarily because of difficulty in learning and understanding. All developmental milestones like, head control, crawling, sitting, walking, dressing undressing will usually be delayed compared with other children of the same age.

Due to this delay in learning and understanding of developmental tasks, mentally retarded children face a number of dressing, undressing problems.

Simson and Wetherick (1973) conducted a study on "Short term retention of color and shape information in mongol and other subnormal children". They found that two groups of severely subnormal children (mongol and non-mongol) were tested for short term retention of color and shape information using colors of equal brightness. Both groups could do a simultaneous match on the basis of color or shape, but the mongol group made many errors in successively matching colors and in pointing to named colors. They experienced no difficulty in successively matching and naming shapes but the non-mongol group had little difficulty with color or shape.

Ford (1975) entitled "Teaching-dressing skills to a severely retarded child".

The task of taking off a polo-shirt was analyzed and divided into subtasks:

- 5 Pulling shirt off left arm with right hand until shirt is completely off arm.
- 4 Pull shirt off over head, either or both hands.
- 3 Continue pulling right hand on left sleeve as left arm is pulled free from bottom of shirt.
- 2 Keep right hand on left cuff and pull left arm free from sleeve.
- 1 Use right hand to grasp left cuff of shirt and begin to pull off.

A backward chaining method was used. Results indicated that the total number of responses on each subtask revealed that criterion level for step five was met during the first training session, other subtasks four - through one were met on session four, five, seven and fifteen, respectively. Thus, the child was able to take off his shirt after sixteen training periods on verbal command.

Azrim *et al.* (1976) conducted a study of teaching profoundly retarded persons to dress by Reinforcement-Guidance method. He reported that seven students-3 males and 4 females having an average age of 31 years were chosen. Five types of garments were used namely under pants, shoes, socks, pants and shirts. The garments were slip on type and were larger in size. A forward sequence of steps was used and all kinds of reinforcements were given for correct responses during the training. In the beginning stage of training manual guidance was given and when they began to respond, they were trained by seating them on a chair. Firstly, they were taught to undress and thereafter to dress themselves. Results indicated that all the seven students learned to dress and undress themselves without assistance upon initial instructions. The average time required for training was 12 hours.

Yoder (1985) studied clothing problems of mentally retarded children and reported that the clothing for mentally retarded needs to be considered in terms of comfort and protection, ease

in dressing, i.e. should be easy to put on and take off, non-restricting, strength of fibers and fabrics, ease of movement, safety and fashion, as well as fit for body, they may not be standard in shape or size.

Garments with openings in front and one piece are easier for children to manage than other types of garments. To distinguish the front from the back of that garment, there should be marking at back. Wide sleeves that are deeply cut in the armhole and that do not have wristbands or cuffs make dressing easier. Clothing for such must be able to withstand or inhibit certain types of destructive behaviour.

Day and Horner (1986) studied the comparison of single instance and general case instruction on the response variation and the generalized dressing of youth and adults with severe mental retardation. Performance across eight non-trained probe shirts was used to assess generalization of the skill "putting on pullover shirts". Following training with a single shirt, subjects exhibited limited success with the eight non-trained shirts. Only after training with a set of shirts that sampled the range of stimulus and response variation for "putting on pullover shirts" was successful generalization observed. Result suggest that the response variations taught during general case instruction played a major role in improved performance across the non-trained shirts.

Warner (1988) conducted a study on the dress requirements of disabled village children and suggested that the garments with loose fitting, easy to put on clothing, elastic waist band, cloth loops, overlap fly with velcro tapes, wide sleeves, zipper with loops/knobs for easy pulling. Tube socks (socks without heels, that stretch to fit foot) were easier for such child to put on, velcro tapes instead of buttons; press buttons were easier to open and close than other types of buttons. In addition, large buttons with big button holes were also found to be suitable for the disabled children.

Sharma (1990) reported that most of the mentally retarded children had clothing problems and needed help in dressing. The main problems faced by them in dressing and undressing were identification of different parts of garments, difficulty in fastening the garment, operating the openings of the garments and putting on and taking off the different parts of the garment. Mothers also faced problems regarding their children clothing as they damaged their clothes by drooling, crawling, chewing the different parts of the garments like collars, buttons, belts, frills etc. Mothers prefer ready made garments without considering the type of fabric, design, color and pattern of the garment. Cotton for its cooling effect was preferred for upper garment, while terrycot for its easy care was chosen for lower garment. Geometrical, floral, nursery prints as well as plain fabric were preferred for upper garments

while only plain for lower garments. Loose fitted two piece garment was preferred for boys whereas, one piece loose fitting garment was chosen for girls.

From the review, it is evident that the work on opinion of society towards mentally retarded is confined mainly to their general behaviour and no work has been done to find out the opinion towards clothing of mentally retarded children.

Pertaining to the clothing preferences and clothing problems, the above researches, therefore, helped the investigator to be familiar with similar researches and the various methods and techniques used in the researches.

## **3. RESEARCH METHODOLOGY**

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Methodology refers to the research design. It is of paramount importance in any scientific study because the validity and reliability of the facts primarily depend upon the system of investigation.

The present study has been undertaken to know the clothing problems of mentally retarded girls. The materials and methodological steps incorporated to carry out this study have been broadly classified under the following sub-heads:

- 3.1 Locale of the study
- 3.2 Sampling procedure
- 3.3 Variables and their measurements
- 3.4 Tools and procedure of data collection
- 3.5 Data analysis and statistical tools applied

### **3.1 Locale of the study**

The present study was carried out on mentally retarded girls in Haryana State.

### **3.2 Sampling procedure**

3.2.1 Selection of the institutes: The list of the institutes working for mentally retarded in Haryana State was prepared with the help of Principal of mentally retarded institute and in-

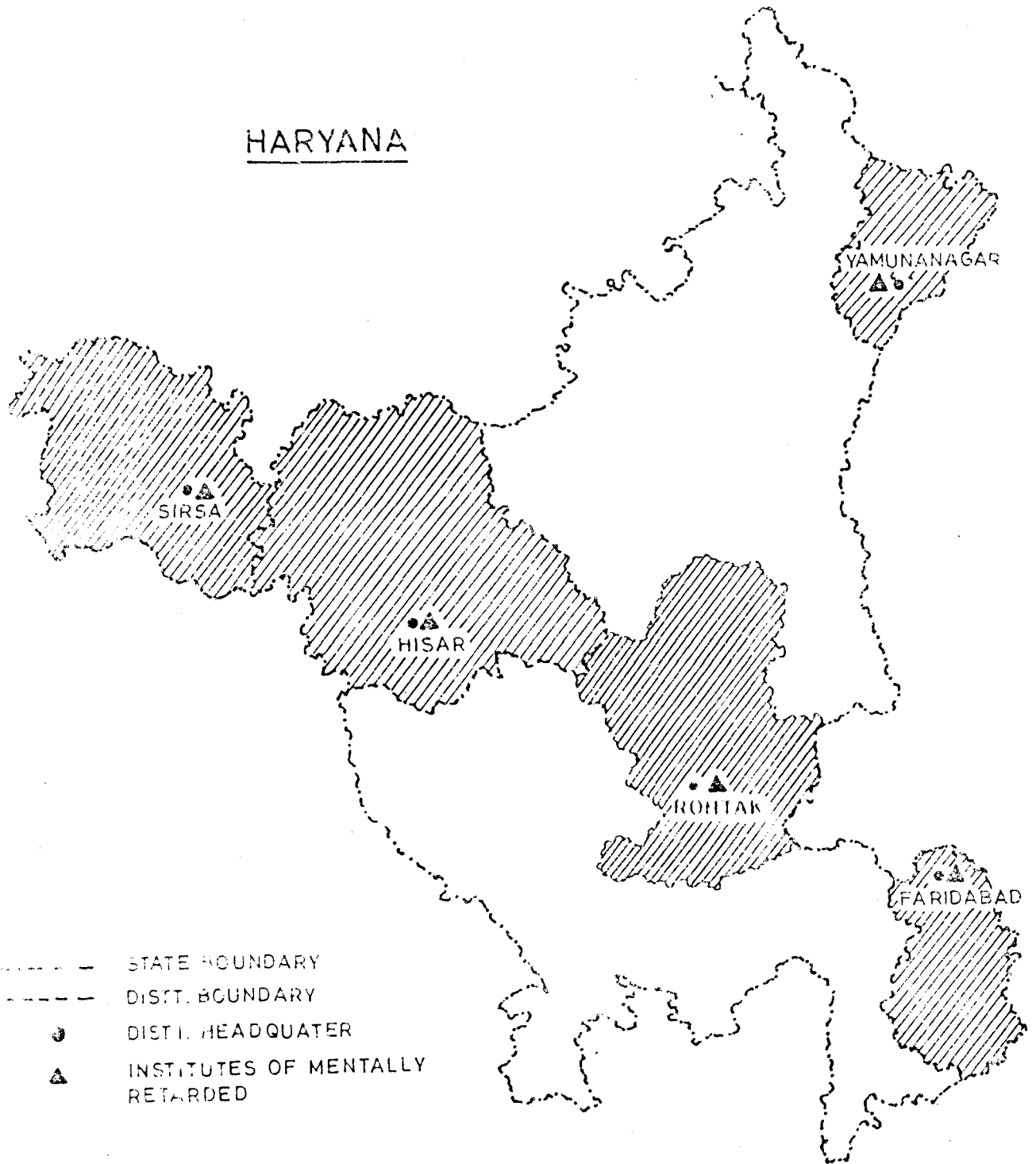
the help of Principal of mentally retarded institute and in-charge of Red Cross Society. All the institutes were taken for study, working for the welfare of mentally retarded children and these are listed below:

<u>Name of Institute</u>	<u>Place</u>	<u>Funding agency</u>
Sakar	Hisar	Private (by donations)
Anchal	Hisar	Red Cross Society
Red Cross Institute for Mentally handi- capped Children	Rohtak	Red Cross Society
Utthan	Yamunanagar	Private (by donations)
Sahyog	Faridabad	Private (by donations)
Prayas	Sirsa	Private (by donations)

3.2.2 Selection of the respondents: For selection of respondents list of all girl students enrolled in these institutes was obtained. From that list, non-hostler girls in the age group of 5 to 15 years having Intelligence Quotient (I.Q.) in the range of 25 to 90 were selected. The respondents between 5 to 15 years of age and with 25 to 90 I.Q. were selected because majority of the girls enrolled in the institutes were falling under this category.

A sample of 60 girls was selected and their mothers were also selected for the study to gather required information which constituted a total sample of 120.

# HARYANA



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DIST. BOUNDARY

● DIST. HEADQUARTER

▲ INSTITUTES OF MENTALLY RETARDED

### 3.3 Variables and their measurements

Independent and dependent variables incorporated in the present study have been presented in the following Table along with the technique of their measurement.

VARIABLES AND THEIR MEASUREMENT

Variables	Measurements
<b>Independent variables</b>	
Age	Chronological age
Respondent's education	Self structured scale
Mother's education	Narwal scale (1982)
Family education	Narwal scale (1982)
Para of child	Self structured scale
Number of children in family	Self structured scale
Family income	Self structured scale
Family size	Modified Trivedi scale
Degree of retardation	Kirk's classification
<b>Dependent variables</b>	
Mother's opinion	Schedule developed for the purpose
Clothing problems	Schedule developed for the purpose
Clothing preference	Schedule developed for the purpose
<b>Independent variables</b>	

**Age:** Age refers to the chronological period after birth. It was counted as the number of full years completed by the

respondents at the time of interview. Considering the maximum and minimum age of both the mothers and girls, it was categorized in the following way:

Girl's age		Mother's age	
Categories	Scores	Categories	Scores
5 to 7 years	1	Upto 25 years	1
7 to 9 years	2	25 to 35 years	2
9 to 11 years	3	35 to 45 years	3
11 to 13 years	4	Above 45 years	4
13 to 15 years	5		

**Education:** Education has been operationalized as the number of years of formal education acquired by the respondents.

Narwal (1982) scale was used to quantify the mother's education into following categories:

Categories	Scores
Illiterate	0
Primary	1
Matric	2
Graduate	3
Above graduation	4

**Education of respondents:** Education of mentally retarded girls has been operationalized as number of years spent for formal training in specialized institutes working for mentally retarded children. Schedule was developed to quantify the respondent's education which is as follows:

Categories	Scores
0-1 year	1
1-2 year	2
2-3 year	3
3-4 year	4
4-5 year	5

**Family education:** Educational status of the family refers to the academic qualifications of all family members acquired through formal schooling and training. The year of schooling for different family members were quantified by giving scores as per Narwal scale (1982).

Each eligible member of family was given the educational scores, then overall level of family education was computed by using the following formula:

$$\text{Family Educational Status} = \frac{\text{Total education score of the family}}{\text{Total eligible members of the family}}$$

**Para of child:** It refers to the ordinal position of the child amongst total number of children in the family. It was taken as the position of child for quantification, i.e. 1, 2, 3, 4, 5.

**Number of children in the family:** Number of children in the family refers to the total number of children in that family at the time of investigation as given below:

Categories	Scores
Upto 2	1
3 to 4	2
5 and above	3

**Family income:** It refers to as the monthly monetary income received by the respondent's family from all sources. It was operationally measured in terms of actual family income expressed in rupees as:

Categories	Scores
Upto 2500	1
2501 to 5000	2
5001 to 7500	3
7501 to 10000	4
Above 10000	5

**Family size:** Size of the family refers to the total number of members residing together under one roof. Respondents' were divided into different categories as follows:

Categories	Scores
Small (upto 5 members)	1
Medium (6 to 10 members)	2
Large (above 10 members)	3

**Degree of mental retardation:** Mental retardation has been defined according to the American Association on Mental Deficiency as "Significantly sub-average general intellectual

functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period".

The extent of retardation possessed by respondent is termed as degree of retardation. "Kirk" has categorized the degree of retardation in the following way.

a) Dull normals: The children having I.Q. in the range of 75 to 90 are called dull normals. They are capable of achieving a moderate degree of academic success at slower rate than the average child. At the adult level they are usually self-supporting, independent and socially adjusted to some extent.

b) Morons: Morons are those whose I.Q. is in the range of 50 to 75. With difficulty, repetition and slow speed, they can learn reading, writing, spelling and arithmetic in a very elementary fashion. They can be trained to many unskilled and semi-skilled tasks and can work successfully under strict supervision. They are also termed as educable mentally retarded (EMR).

c) Imbeciles: Their I.Q. range is 25 to 50. They are subnormal in intelligence and can rarely be taught to read or write. They are trainable mentally retarded and are unable to profit from the programme of educable mentally retarded. They require a great deal of supervision and care. With patience, long and frequent repetition of most simple tasks, they can be trained to care for some of their personal needs and under

supervision to do the simple manual labour that require only a minimal degree of manual work.

d) Idiots: Idiots is the lowest grade. Their I.Q. range is 0 to 25. Because of markedly subnormal intelligence, they are unable to be trained in self care, socialization or economic usefulness and they also need continuing help in taking care of their personal needs. They were not selected for present study.

The degree of mental retardation of respondents was measured by giving scores as:

Dull normal	3
Moron	2
Imbecile	1
Idiots	Not selected

#### Dependent variables

Mother's opinion: Opinion consists of people's reactions to definitely worded statements and questions under interview conditions (Warner, 1939).

As per Bhatia (1970) opinion is a verbal response indicating the attitude of an individual and that is why attitudes were measured by opinion statements. For present study, a list of 40 statements was prepared. The statements were derived from the relevant literature and discussion with the experts of the Home Science. Statement so prepared were subjected to 10 experts from Home Science College on random basis. Irrelevant statements were deleted and required changes

were made according to the suggestions given by the experts. Finally 24 statements were selected and incorporated in the final personal interview schedule. Thus, formulated statements were measured on a three point scale to obtain mother's opinion which is as follows:

Agree	3
Somewhat agree	2
Disagree	1

**Clothing problems:** It refers to the problems being faced by the respondents while donning and undonning the garments either due to deformity or poor muscular control or due to improper designs of the garments.

The problems related to clothing were listed and quantified on three point scale:

Always	3
Seldom	2
Never	1

**Clothing preferences:** It refers to the choice of the respondents in order of liking for their existing dresses and color, print, texture for their dresses. Clothing preferences of respondents were sought out by the rank order and weightage for each was given in reverse order. Highest weightage was given to the first preference and lowest weightage was given to last preference.

### **3.4 Tools and procedure of data collection**

3.4.1 Construction of interview schedule: The schedule for the present study was thus developed in accordance with the methodological procedures described above, keeping in view the objectives of the investigation. The schedule so prepared was pretested on 10 mentally retarded girls and 10 mothers of Hisar city other than the study area and necessary modifications were made in the schedule to make the schedule more functional and manageable.

3.4.2 Data collection: The whole data was collected by two methods.

- a) Interview method
- b) Observation method

In first method, mothers opinion towards clothing of mentally retarded girls was sought and also the information regarding clothing preferences and clothing problems of mentally retarded girls was collected. In second method, the selected girl respondents were then personally observed to get their preferential choice pattern regarding garments, colors, prints and textures.

To know the preferential order for garments, collection of garments in their wardrobe was used. Their garments were categorized, viz. frocks, skirt blouse, pant, shirt etc. The

respondent was asked to pick up the most preferred dress from each category.

These selected garments were displayed randomly on the table/bed in such a place that natural light fall on the garments equally. The child was asked to point out the garment which she liked the most. The particular garment was removed from the table/bed. The same procedure was followed with the rest of her choices until one garment was left.

To find out the preference for color, print and texture, a sample file was prepared. The colors selected were primary: red, yellow and blue; secondary: orange, green and violet; neutral: black, white and grey (Dharangadharia, 1978) (Appendix 2).

Color for the samples of print and texture was the red which was the most preferred color by the mentally retarded girls as per Dharangadharia (1978). The prints and textures of the fabric were selected on the basis of the pretesting. The prints included - bold prints, small prints, floral, checks, dots, lines, baby print, animal and bird prints. The texture included - shiny, dull, smooth and rough (Appendix 3 and 4).

All these samples of 5"x5" were pasted on separate sheets. Firstly, for color preference, color cards were placed randomly on table where maximum natural light fall on these cards. The child was asked to point out the color which she liked most. That particular color card was removed from the table. The same



Plate No. 1 Respondent giving preference for different garments



Plate No.2 Respondent giving preference for different colors

procedure was followed with the rest of her choices until one color card was left.

Same procedure was adopted for preferential order regarding print and texture of the fabric.

### **3.5 Data analysis and statistical tools applied**

The statistical analytical techniques used in the study included as follows:

- 1) Frequency
- 2) Percentage
- 3) Weighted Mean Score (W.M.S.)
- 4) MDIS test

MDIS test: Minimum Discrimination Information Statistics (MDIS). Tables were prepared in the form of two-way and three-way contingency tables for examining the association between different variables.

The chi-square is most appropriate statistical tool for measuring the association of different variables, provided its underlying assumptions regarding the expected cell frequencies, total frequencies, etc. are satisfied by the data under study. In this particular study, the data did not satisfy the assumption of  $\chi^2$ . To overcome this problem, the cross classified data were analyzed by using information measure, i.e. MDIS. For the categorical type of data the MDIS in the simplest form is -

$$2 I = \sum_{i=1}^c f_i I_n \frac{f_i}{np_i}$$

Where  $P_i$  is the probability of an observation from the  $i^{\text{th}}$  category under the null hypothesis,  $P_1+P_2+\dots+P_c=1$ ,  $F_i$  is the observed frequency of occurrence of the  $i^{\text{th}}$  category,  $f_1+f_2+\dots+f_c=n$ ,  $I_n$  is the natural logarithm.

The MDIS could be used in place of  $\chi^2$  statistic when the expected cell frequency is less than five or even zero. The utility of the MDIS, however, lies in its additivity, convexity and computational properties, the MDIS can be analyzed into several additive components, similar to the analysis of variance, for a hypothesis that is equivalent to the combination of several hypothesis of interest. Each component of the MDIS is itself an MDIS and asymptotically distributed as  $\chi^2$  with appropriate degrees of freedom. The expressions for MDIS are different for different hypothesis of independence, homogeneity etc., to be tested.

The data analysis was carried out by using a computer programme prepared by computer centre in FORTRAN language (Singh *et al.*, 1991). For testing the various hypothesis of interest the value of MDIS are compared with  $\chi^2$  tabulated values at the same degree of freedom as that of MDIS and at a desired level of significance, i.e. 0.05 per cent level of significance. It is because the MDIS for all information table are distributed as

## 4. RESULTS AND DISCUSSION

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In this chapter, the results emerging from the investigation have been suitably analyzed, interpreted and discussed. The findings pertaining to the objectives of the study have been presented under the following sub-sections:

- 4.1 Profile of the respondents
- 4.2 Mother's opinion towards mentally retarded girl's clothing and associated factors
- 4.3 Existing dress pattern and preference of the mentally retarded girls regarding clothing
- 4.4 Problems faced by the mentally retarded girls in clothing
- 4.5 Association between clothing preferences and problems with independent variables
- 4.1 Profile of the respondents
  - 4.1.1 Personal profile of the respondents

This section comprises the percentage distribution of the girl respondents according to their personal characteristics and incorporated in Table 1.

Age: The data in Table 1 revealed that 23.33 per cent of the respondents were in age group of 9 to 11 years followed by almost equal number of respondents, i.e. 20.00 per cent belonged to 7 to 9 years and 13 to 15 years age group, whereas 18.33 per cent were in age group of 5 to 7 years and 11 to 13 years each.

Table 1 Personal profile of the respondents

Sr.No.	Personal variables	Frequency	Percentage
1.	Age (years)		
	5-7	11	18.33
	7-9	12	20.00
	9-11	14	23.33
	11-13	11	18.33
	13-15	12	20.00
2.	Education (years)		
	0-1	25	41.66
	1-2	12	20.00
	2-3	9	15.00
	3-4	12	20.00
	4-5	2	3.33
3.	Family type		
	Joint	21	35.00
	Nuclear	39	65.00
4.	Family size		
	Small	37	61.66
	Medium	21	35.00
	Large	2	3.33
5.	Family income (per month)		
	Upto Rs.2500	3	5.00
	Rs. 2501-5000	21	35.00
	Rs. 5001-7500	16	26.66
	Rs. 7501-10000	15	25.00
	Above 10000	5	8.33
6.	Family education		
	Low level	26	43.33
	Medium level	22	36.66
	High level	12	20.00

**Education:** The data regarding the training period of the girl respondents elucidated that 41.66 per cent of girls have been receiving training from the last 0 to 1 year. An equal number of respondents, i.e. 20.00 per cent each received training from 1 to 2 years and 3 to 4 years, 15.00 per cent were admitted from 2 to 3 years and only a small percentage (3.33%) were receiving training from 4 to 5 years.

**Family type:** The data elucidated that 65.00 per cent of respondents belonged to nuclear family and 35.00 per cent were living in joint family.

**Family size:** The data revealed that majority of the respondents (61.66%) belonged to small sized family, followed by 35.00 per cent who belonged to medium sized families and only 3.33 per cent were from large sized families.

**Family income:** The classification of the respondents according to income showed that 35.00 per cent of the girls belonged to the families having an income Rs. 2501 to 5000, 26.66 per cent were from families having income Rs.5001 to 7500, 25.00 per cent were from income range Rs.7501 to 10000, 8.33 per cent were earning more than Rs.10000 per month, whereas only 5.00 per cent were having an income less than Rs.2500.

**Family education:** The data relating to the academic qualifications of the family, indicated that 43.33 per cent of the families belonged to low level of education, followed by

36.66 per cent from medium level and 20.00 per cent belonged to high level of education.

#### 4.1.2 Personal profile of respondent's mothers

Age: Data presented in Table 2 elucidated that 56.66 per cent of mothers belonged to the age group of 25 to 35 years, 40.00 per cent were in the range of 35 to 45 years and only 3.33 per cent were above 45 years.

Table 2 Personal profile of the respondent's mothers

S.No.	Personal variables	Frequency	Percentage
1.	Age (years)		
	Upto 25	-	-
	25-35	34	56.66
	35-45	24	40.00
	Above 45	2	3.33
2.	Education		
	Primary	1	1.66
	Matric	18	30.00
	Graduate	25	41.66
	Above graduation	16	26.66
3.	Occupation		
	House-wife	37	61.66
	Service	23	38.33

Education: The data regarding academic qualifications indicated that maximum number of respondents, i.e. 41.66 per cent were graduate, 30.00 per cent were matriculate and 1.66 per cent were primary pass. 26.66 per cent had qualifications higher than graduation.

Occupation: The data revealed that majority of the mothers (61.66%) were house-wives, whereas 38.33 per cent were in jobs.

#### 4.1.3 Number of children in the family and para of the respondents

Total number of children in the family: The data for number of children in the family in Table 3 depicted that majority of the families, i.e. 55.00 per cent had up to 2 children, 41.66 per cent had 3 to 4 children and only 3.33 per cent had 5 children in their family.

Table 3 Number of children in the family and para of the respondents

Sr.No.	Variables	Frequency	Percentage
1	Number of children in the family		
	Upto 2	33	55.00
	3-4	25	41.66
	5 and above	2	3.33
2	Para of the child		
	1	25	41.66
	2	20	33.33
	3	11	18.33
	4	2	3.33
	5	2	3.33

Para of respondents: Data pertaining para of the respondents revealed that majority of the girls (41.66%) had first ordinal position amongst children of the family, 33.33 per cent had second, 18.33 per cent belonged to third position,

whereas 3.33 per cent had fourth position and same number of girls had fifth position.

#### SPECIFIC INFORMATION

##### 4.1.4 Degree and causes of occurrence of retardation

Degree of retardation(I.Q.): Data presented in Table 4 elucidated that 41.66 per cent of the respondents had 50 to 75 I.Q. followed by 36.66 per cent who belonged to the range of 25 to 50 I.Q. and 21.66 per cent were those who had I.Q. 75 to 90.

Table 4 Degree and causes of occurrence of retardation

Sr.No.	Variables	Frequency	Percentage
1	Degree of retardation (I.Q.)		
	25-50 I.Q.	22	36.66
	50-75 I.Q.	25	41.66
	75-90 I.Q.	13	21.66
2.	Cause of retardation		
	<u>Before birth</u>		
	Hereditary	13	21.66
	Down syndrome	8	13.33
	Due to smoking	3	5.00
	Attempt for abortion	2	3.33
	Psychological	5	8.33
	<u>During birth</u>	6	10.00
	<u>After birth</u>		
	Accident	12	20.00
	Disease	11	18.33

**Causes of retardation:** The percentage distribution of the respondents according to the cause of retardation has been presented in Table 4. The data show that 38.32 per cent of the respondents acquired mental retardation after birth, out of these 20.00 per cent acquired this problem due to accidents and 18.33 per cent got this problem due to some disease.

Majority of the respondents acquired retardation before birth. Out of these, 21.66 per cent inherited this problem and 13.37 were the down syndrome cases. Mothers of 8.33 per cent respondents opined that their psychological problems lead to mental retardation, whereas 5.00 per cent mothers were of the view that their smoking habit caused this problem. Remaining 3.33 per cent respondents acquired this problem as their mother tried for abortion.

#### 4.1.5 Age of diagnosis of retardation

**Age of diagnosis:** The data collected were screened to know the age at which the mental retardation appeared and it has been presented in Table 5. The data indicated that the retardation in 38.33 per cent girls were diagnosed at the age when they were under 1 year, followed by 28.33 per cent and 26.66 per cent whose retardation was ascertained at the age range of 3 to 5 years and 1 to 3 years, respectively. In only 6.66 per cent cases the problem was diagnosed between 5 to 7 years of age.

Table 5 Age of diagnosis of retardation

Sr.No.	Variables	Frequency	Percentage
1	Age of diagnosis		
	Birth to 1 year	23	38.33
	1-3 year	16	26.66
	3-5 year	17	28.33
	5-7 year	4	6.66
2	Symptoms identified		
	By doctor	37	61.66
	Slow learning	19	31.66
	Slow in academic	4	6.66

**Symptoms identified:** Table 5 elucidated that in case of 61.66 per cent respondents, the doctor identified the problem and informed the parents about the retardation, whereas parents of 31.66 per cent girls observed the slow learning and parents of only 6.66 per cent girls found that their daughter were slow in academics.

#### 4.1.6 Type of physical disability

**Physical handicap:** The data revealed that majority of the girls, i.e. 71.66 per cent had physical disability, whereas 28.33 per cent had no physical disability.

**Type of physical disability:** The data presented in Table 6 revealed that among the respondents having physical disability, 69.76 per cent could not speak clearly, followed by 27.90 per cent who had cerebral palsy. Other 11.62 per cent suffered from orthopaedical problems and 9.32 per cent were hard of hearing and only 4.65 per cent cases had visual problem.

Table 6 Type of physical disability (N=43)

Sr.No.	Type of physical disability*	Frequency	Percentage
1	Deaf/hard of hearing	4	9.32
2	Visually	2	4.65
3	Cerebral palsy	12	27.90
4	Orthopaedical	5	11.62
5	Speech	30	69.76

#### 4.2 Mother's opinion towards mentally retarded girl's clothing and associated factors

##### 4.2.1 Mother's opinion towards mentally retarded girl's clothing

The analysis of the mother's opinion has been presented in Table 7. The statements have been categorized into four categories, i.e. Sociological aspects, Psychological aspects, Functional factors and Economical factors.

Table 7 Mother's opinion towards mentally retarded girl's clothing

Sr. No.	Statements*	Agree	Somewhat agree	Disagree	W.M.S.
1	<b>Sociological aspects</b>				
a)	Dresses for mentally retarded children should be similar to their siblings	45	12	3	1.70
b)	Dresses for mentally retarded children should be acceptable in their peer group	35	10	15	1.33
c)	Dresses for mentally retarded children should be according to fashion	30	18	12	1.30
d)	There is no need to provide special clothes for mentally retarded children as they are not taken along at special gatherings	38	19	3	1.58
e)	Special birthday dress should be given to mentally retarded child	48	8	4	1.73
2.	<b>Psychological aspects</b>				
a)	There is no need to pay attention on clothing of mentally retarded children as they are burden on society	40	16	4	1.60
b)	Mentally retarded children will not be loved by their siblings if they are not properly dressed	21	14	25	0.93

Table 7 (contd....)

Sr. No.	Statements*	Agree	Somewhat agree	Disagree	W.M.S.
c)	The child should be taken along to the market while selecting/purchasing the fabric/garment	10	18	32	0.63
d)	One should not waste the time to train the mentally retarded children in dressing and undressing as they are slow learner	41	15	4	1.61
e)	Training is important to make the mentally retarded children independent in dressing and undressing	48	12	-	1.80
f)	Mentally retarded children should be punished for spoiling their dresses	40	15	5	1.58
g)	One should not lose temper even when the child creates fuss while putting on and taking off the clothes	35	17	8	1.45
h)	Father gives more liberty/freedom to mentally retarded child while dressing	32	16	12	1.33
i)	Whatever the color of the mentally retarded child's dresses is used, it hardly makes any difference to the child's personality	39	5	16	1.38
j)	Mentally retarded child's dresses should be bright colored	24	29	7	1.28
k)	Light colors should be used in mentally retarded child's dresses otherwise they become more aggressive	32	18	10	1.36
l)	The children enjoy a lot when they wear attractive and colorful clothes	44	10	6	1.63

Table 7 (contd....)

Sr. No.	Statements*	Agree	Somewhat agree	Disagree	W.M.S.
3.	<b>Functional factors</b>				
a)	For dressing and undressing, mentally retarded children are always dependent upon other's help	8	14	38	0.50
b)	Mentally retarded children face more problems with their clothes while dressing	7	17	36	0.51
c)	Dresses with self help features make the children more confident and independent	26	26	8	1.30
d)	With the use of specially designed garments (according to the requirement of mentally retarded children) they can show improvement in their activities	19	30	11	1.13
4.	<b>Economical factors</b>				
a)	Spending of money on clothing of mentally retarded children is not a wastage	35	22	3	1.53
b)	Spending of money on new garments for mentally retarded child is mere wastage	19	25	16	1.05
c)	Clothing requirement of the mentally retarded child should be met at any expenditure	2	14	44	0.30

\*Multiple response

W.M.S. - Weighted Mean Score weighed by frequency

On sociological aspects of clothing majority of mothers agreed with all the statements that is why these have quite high score. The statement 'Special birthday dress should be given to mentally retarded child' scored the maximum weightage (1.73) followed by 'Dresses for mentally retarded children should be similar to their siblings' (1.70) and 'There is no need to provide special clothes for mentally retarded children as they are not taken along at special gatherings' scored 1.58. Mothers also gave their opinion favourably to 'Dresses for mentally retarded children should be acceptable in their peer group' and 'Dresses for mentally retarded children should be according to fashion' which scored 1.33 and 1.30, respectively.

While analyzing the opinion towards psychological aspects, it was found that majority of the mothers agreed with the statement 'Training is important to make the mentally retarded children independent in dressing and undressing'. No respondent disagreed with this opinion and it also scored the maximum weightage, i.e. 1.80. Majority of mothers also agreed with the opinion that 'The children enjoy a lot when they wear the attractive and colorful clothes'. It scored 1.63. Other statements in the descending order were 'One should not waste the time to train the mentally retarded children in dressing and undressing as they are slow learner' (1.61); 'There is no need to pay attention on clothing of mentally retarded children as

they are burden on society' (1.60) and 'Mentally retarded children should be punished for spoiling their dresses' (1.58). Many others also agreed that 'One should not loose temper even when the child creates fuss while putting on and taking off the clothes', 'Whatever the color of the mentally retarded child's dress is used, it hardly makes any difference to the child's personality', 'Light colors should be used in mentally retarded child's dress otherwise she becomes more aggressive' and 'Fathers give more liberty or freedom to mentally retarded child while dressing', as they scored 1.45, 1.38, 1.36 and 1.31, respectively. Majority of the mothers somewhat agreed with the statement on this aspect which was 'Mentally retarded child's dress should be bright colored' scoring 1.28. Disagreement was shown by majority of mothers for the opinion that 'Mentally retarded children will not be loved by their siblings if they are not properly dressed' scored 0.93 and 'The child should be taken along to the market while purchasing/selecting the fabric/garments' scored least, i.e. 0.63.

In case of functional factors of clothing, majority of the mothers agreed with the opinion that 'Dresses with self-help features make the children more confident and independent' scored 1.30; followed by 'With the use of specially designed clothes they can show improvement in their activities' which scored 1.13, whereas disagreement was shown for the opinion by majority of mothers for 'Mentally retarded children face more

problems with their clothes while dressing' scored 0.51 and 'For dressing and undressing, mentally retarded children are always dependent upon others help', scored 0.50.

Regarding economical factors of clothing, it was analyzed that majority of the mothers agreed with this opinion that 'Spending of money on clothing of mentally retarded child is not a wastage' with maximum weightage, i.e. 1.53. Somewhat agreement was shown by majority of mothers towards 'Spending of money on new garments for mentally retarded child is mere wastage' scoring 1.05 and majority of mothers disagreed that 'Clothing requirement of the mentally retarded child should be met at any expenditure' as it scored only 0.30.

#### 4.2.2 Distribution of mother's on the basis of their opinion towards mentally retarded girls' clothing

The distribution of mother's on the basis of their opinion towards different aspects of clothing has been presented in Table 8. Regarding sociological aspects of clothing, majority of mothers, i.e. 63.33 per cent had favourable opinion followed by 28.33 per cent who had somewhat favourable opinion. 8.33 per cent were those who had unfavourable opinion. Regarding psychological aspects also, majority of mothers (65.00%) opined favourably, whereas 30.00 per cent were of somewhat favourable opinion and only 5.00 per cent gave unfavourable opinion. For sociological and psychological aspects of mentally retarded girl's clothing, majority of mother's opined favourably because

mothers were aware about their sociological and psychological needs and wanted to make them socially acceptable.

In case of functional factors of clothing, majority (60.00%) had somewhat favourable opinion followed by 30.00 per cent who had unfavourable opinion, whereas only 10.00 per cent gave favourable opinion. The reason for this was that mothers

Table 8 Distribution of mothers on the basis of their opinion towards mentally retarded girl's clothing

Sr.No.	Categories	Frequency	Percentage
A	<b>Sociological Aspects</b>		
	Favourable	38	63.33
	Somewhat favourable	17	28.33
	Unfavourable	5	8.33
B	<b>Psychological aspects</b>		
	Favourable	39	65.00
	Somewhat favourable	18	30.00
	Unfavourable	3	5.00
C	<b>Functional factors</b>		
	Favourable	6	10.00
	Somewhat favourable	36	60.00
	Unfavourable	18	30.00
D	<b>Economical factors</b>		
	Favourable	12	20.00
	Somewhat favourable	19	31.66
	Unfavourable	29	48.33
E	<b>Overall opinion</b>		
	Favourable	29	48.33
	Somewhat favourable	28	46.66
	Unfavourable	3	5.00

had not much knowledge about the functional features of clothing like self-help features, special designing, etc. which could be incorporated to solve their dressing problem.

While concerning the economical factors of clothing for mentally retarded girls, 48.33 per cent had unfavourable opinion, followed by 31.66 per cent who were somewhat favourable. 20.00 per cent mothers were those who gave favourable opinion. Reason for unfavourable opinion was that, they considered them as an economic burden on the family and did not want to spend money on new clothes for their mentally retarded daughters. Jayanthi (1981) also found that majority considered the mentally retarded as an economic burden on society.

When overall opinion of mothers was analyzed, it revealed that majority of mothers (48.33%) had favourable opinion followed by 46.66 per cent who had somewhat favourable opinion. Only 5.00 per cent were those who gave unfavourable opinion. Gandhi (1969), Gopalan (1981) and Dhillon (1990) reported that the family, community and the society have more or less negative attitude towards mentally retarded.

#### 4.2.3 Association of mother's opinion with different independent variables

Under this section, the association of different independent variables with mother's opinion towards different

aspects of clothing for mentally retarded girls has been described.

The Table 9.1 elucidated that the mother's education was significantly associated with the opinion towards sociological aspects, psychological aspects and economical factors but not associated with opinion for functional factors of clothing.

When the impact of mother's education on overall mother's opinion was assessed, it was noted that there was a significant association between mother's education and mother's overall opinion. Jehan (1983) revealed that parental education has great impact on adjustment process of mentally retarded children. Channabasavanna (1987) studied that the education of parents did not influence the attitude of parents towards mentally retarded children.

Regarding impact of family education on mother's opinion, it was studied from Table 9.2 that there was no significant association between family education and mother's opinion regarding different aspects of clothing.

When the analysis of overall opinion with family education was made, it was observed that the family education was not significantly associated with mother's overall opinion.

The Table 9.3 elucidated that the family income was significantly associated with mother's opinion for sociological aspects, and functional factors of clothing but not

Table 9 Association of mother's opinion with different independent variables

Table 9.1

Dependent variable	Categories	Independent variable				MDIS value
		Mother's education				
		Primary	Matric	Graduate	Above graduation	
<b>Mother's opinion</b>						
Sociological aspects	Favourable	1	9	16	12	14.4569* (6)
	Somewhat favourable	-	4	9	4	
	Unfavourable	-	5	-	-	
Psychological aspects	Favourable	-	8	20	11	13.0757* (6)
	Somewhat favourable	1	7	5	5	
	Unfavourable	-	3	-	-	
Functional factors	Favourable	-	2	2	2	5.0548 (6)
	Somewhat favourable	1	10	13	12	
	Unfavourable	-	6	10	2	
Economical factors	Favourable	-	-	8	4	13.7396* (6)
	Somewhat favourable	-	5	8	6	
	Unfavourable	1	13	9	6	
Overall opinion	Favourable	-	3	-	-	13.0153* (6)
	Somewhat favourable	1	10	12	5	
	Unfavourable	-	5	13	11	

Figures in parentheses indicate degree of freedom

\*Denotes MDIS value is significant at 0.05% level

Table 9.2

Dependent variable	Categories	Independent variable			MDIS value
		Family education			
		Low level	Medium level	High level	
<u>Mother's opinion</u>					
Sociological aspects	Favourable	15	15	8	0.9119 (4)
	Somewhat favourable	9	5	3	
	Unfavourable	2	2	1	
Psychological aspects	Favourable	17	14	8	1.6962 (4)
	Somewhat favourable	7	7	4	
	Unfavourable	2	1	-	
Functional factors	Favourable	5	1	-	5.9994 (4)
	Somewhat favourable	14	15	7	
	Unfavourable	7	6	5	
Economical factors	Favourable	5	4	3	3.6780 (4)
	Somewhat favourable	7	10	2	
	Unfavourable	14	8	7	
Overall opinion	Favourable	10	13	6	3.4383 (4)
	Somewhat favourable	14	8	6	
	Unfavourable	2	1	-	

Figures in parentheses indicate degree of freedom

\*Denotes MDIS value is significant at 0.05% level

Table 9.3

Dependent variable	Categories	Independent variable					MDIS value
		Family income (in Rs.per month)					
		Upto 2500	2501- 5000	5001- 7500	7501- 10000	Above 10000	
<b><u>Mother's opinion</u></b>							
Sociological aspects	Favourable	2	11	8	13	4	17.1323* (8)
	Somewhat favourable	-	6	8	2	1	
	Unfavourable	1	4	-	-	-	
Psychological aspects	Favourable	-	14	10	11	4	11.2336 (8)
	Somewhat favourable	3	6	4	4	1	
	Unfavourable	-	1	2	-	-	
Functional factors	Favourable	0	4	1	-	1	21.0472* (8)
	Somewhat favourable	1	14	5	12	4	
	Unfavourable	2	3	10	3	-	
Economical factors	Favourable	-	2	2	6	2	11.9919 (8)
	Somewhat favourable	-	7	6	4	2	
	Unfavourable	3	12	8	5	1	
Overall opinion	Favourable	-	7	8	10	4	13.6070 (8)
	Somewhat favourable	3	13	6	5	1	
	Unfavourable	-	1	2	-	-	

Figures in parentheses indicate degree of freedom

\*Denotes MDIS value is significant at 0.05% level

Table 9.4

Dependent variable	Categories	Independent variable			MDIS value
		Number of children			
		Upto 2	3-4	5 and above	
<b>Mother's opinion</b>					
Sociological aspects	Favourable	20	17	1	6.4377 (4)
	Somewhat favourable	12	5	-	
	Unfavourable	1	3	1	
Psychological aspects	Favourable	21	17	1	6.6596 (4)
	Somewhat favourable	11	6	1	
	Unfavourable	1	2	-	
Functional factors	Favourable	5	1	-	5.7057 (4)
	Somewhat favourable	16	19	1	
	Unfavourable	12	5	1	
Economical factors	Favourable	5	7	-	4.3640 (4)
	Somewhat favourable	10	9	-	
	Unfavourable	13	9	2	
Overall opinion	Favourable	16	13	-	4.0685 (4)
	Somewhat favourable	16	10	2	
	Unfavourable	1	2	-	

\*Denotes MDIS value is significant at 0.05% level

Figures in parentheses indicate degree of freedom

Table 9.5

Dependent Variable	Categories	Independent variable					MDIS value
		Para of child					
		1	2	3	4	5	
<b>Mother's opinion</b>							
Sociological aspects	Favourable	13	17	7	-	1	18.5204* (8)
	Somewhat favourable	11	3	2	1	-	
	Unfavourable	1	-	2	1	1	
Psychological aspects	Favourable	16	12	9	1	1	9.8161 (8)
	Somewhat favourable	7	8	2	-	1	
	Unfavourable	2	-	-	1	-	
Functional factors	Favourable	3	2	1	-	-	14.6771 (8)
	Somewhat favourable	15	10	10	-	1	
	Unfavourable	7	8	-	2	1	
Economical factors	Favourable	9	-	3	-	-	18.8731* (8)
	Somewhat favourable	12	13	4	-	-	
	Unfavourable	14	7	4	2	2	
Overall opinion	Favourable	2	-	-	1	-	12.3246 (8)
	Somewhat favourable	12	9	4	1	2	
	Unfavourable	11	11	7	-	-	

\*Denotes MDIS value is significant at 0.05% level

Figures in parentheses indicate degree of freedom

significantly associated with psychological aspects and economic factors.

Overall opinion of mothers towards clothing of mentally retarded girls was also not significantly associated with family income. Channabasavanna (1987) also studied that the socio-economic variable do not influence the attitude of parents towards mentally retarded children.

The data presented in Table 9.4 explained that the number of children in the family had no significant association with mother's opinion for different aspects of the clothing that include sociological aspects, psychological aspects, functional factors and economical factors.

Regarding overall opinion, it was found that the number of children in the family had no significant association with it.

The perusal of Table 9.5 shows that the para of child was significantly associated with sociological aspects and economical factors of mentally retarded girl's clothing and not with psychological aspects and functional factors. Whereas, overall opinion of mothers was not significantly associated with para of the child.

This concluded that the mother's education is the only variable which affects the mother's opinion towards clothing of mentally retarded girls.

#### 4.3 Existing dress pattern and preference of the mentally retarded girls regarding clothing

##### 4.3.1 Existing dress pattern and number of dresses possessed by the respondents

In this section, dresses used by the respondents, number of dresses possessed, placket openings and fasteners used in their existing dresses have been described.

Dresses used: It is evident from the Table 10 that among upper garments the most commonly used garment was under-shirt as it scored the maximum weightage (1.76) followed by frock (1.61), top (1.55), t-shirt (1.26) and kurta (1.05). The least frequently used garment was kameez with score index of (0.46).

In case of lower garments, panty earned the highest score of 2.00. Other garments which were used by majority of girls were skirt scoring 1.63 followed by pant scoring 1.50. Garments like salwar, divided skirt, pyjama and churidar were used scarcely as they scored 0.80, 0.60, 0.50 and 0.08, respectively.

Number of dresses possessed by respondents: Regarding number of dresses, data presented in Table 10 elucidated that all the respondents possessed the under-shirt, out of those, 76.66 per cent had 4 to 6 number of under-shirt followed by 23.33 per cent who possessed 1 to 3 number. 61.66 per cent respondents owned the kurta, whereas, 38.33 per cent did not own it. Out of 61.66 per cent, 40.00 per cent owned 1 to 3 number and only 21.66 per cent owned 4 to 6 number of kurta. Regarding

kameez, 31.66 per cent possessed it but 68.33 per cent did not possess it. 28.33 per cent possessed 1 to 3 number and 3.33 per cent owned 4 to 6 number of kameez. Being most used garment, 91.66 per cent respondents owned the frock, out of which 61.66 per cent had 4 to 6 frocks, 21.66 per cent had 1 to 3 frocks and 8.33 per cent owned above 6 number of frocks, whereas, 8.33 per cent were those who did not possess any frock. Regarding top 88.33 per cent owned it, whereas, 11.66 per cent had not. Out of 88.33 per cent, 65.00 per cent had 1 to 3 number of top, whereas, 23.33 per cent had 4 to 6 number. 76.66 per cent respondents possessed t-shirt and 23.33 per cent did not possess it. Out of 76.66 per cent, 50.00 per cent had 1 to 3 number and 26.66 per cent owned 4 to 6 number of t-shirt.

While analyzing the possession of lower garments, it was found that all the respondents used the panty, from which majority (95.00%) possessed 4 to 6 number and 5.00 per cent had 1 to 3 number of panty. Regarding salwar, half of respondents (50.00%) possessed it and 50.00 per cent did not. Out of 50.00 per cent, 25.00 per cent possessed 1 to 3 number and other 25.00 per cent had 4 to 6 number of salwar. About churidar, only 6.66 per cent owned it and majority (93.33%) did not own. 5.00 per cent owned 1 to 3 number of it, whereas only 1.66 per cent owned 4 to 6 number of churidar. Majority (93.33%) possessed the skirt, out of which 58.33 per cent had 1 to 3 number, 31.66 per cent had 4 to 6 number and 3.33 per cent had above 6 number of

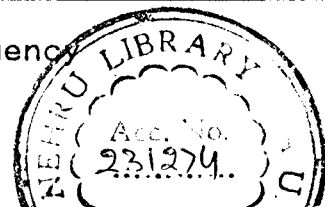
Table 10 Existing dress pattern and number of dresses possessed by the respondents

Sr. No.	Dresses	Dresses used W.M.S.	Dresses possessed	No. of dresses			Not possessed
				1-3	4-6	Above 6	
<b>1. Upper garments</b>							
	Under-shirt	1.76	60 (100.00)	14 (23.33)	46 (76.66)	-	-
	Kurta	1.05	37 (61.66)	24 (40.00)	13 (21.66)	-	23 (38.33)
	Kameez	0.46	19 (31.66)	17 (28.33)	2 (3.33)	-	41 (68.33)
	Frock	1.61	55 (91.66)	13 (21.66)	37 (61.66)	5 (8.33)	5 (8.33)
	Top	1.55	53 (83.33)	39 (65.00)	14 (23.33)	-	7 (11.66)
	T-shirt	1.26	46 (76.66)	30 (50.00)	16 (26.66)	-	14 (23.33)
<b>2. Lower garments</b>							
	Panty	2.00	60 (100.00)	3 (5.00)	57 (95.00)	-	-
	Salwar	0.80	30 (50.00)	15 (25.00)	15 (25.00)	-	30 (50.00)
	Churidar	0.08	4 (6.66)	3 (5.00)	1 (1.66)	-	56 (93.33)
	Skirt	1.63	56 (93.33)	35 (58.33)	19 (31.66)	2 (3.33)	4 (6.66)
	Pant	1.50	53 (88.33)	38 (63.33)	15 (25.00)	-	7 (11.66)
	Divided skirt	0.60	18 (29.99)	7 (11.66)	11 (18.33)	-	42 (70.00)
	Pyjama	0.50	16 (26.66)	16 (26.66)	-	-	44 (73.33)

W.M.S. - Weighted Mean Score weighed by frequency

\* Multiple responses

Figures in parentheses indicate percentage



skirt, whereas 6.66 per cent were those who did not possess the skirt. pant was used by 88.33 per cent respondents and was not owned by 11.66 per cent. From 88.33 per cent, 63.33 per cent owned 1 to 3 number of pant, whereas 25.00 per cent had 4 to 6 number. About divided skirt, majority (70.00%) did not own it and 30.00 per cent owned it, out of which 18.33 per cent had 4 to 6 number, whereas 11.66 per cent had 1 to 3 number of divided skirt. Pyjama was possessed by only 26.66 per cent respondents and all those had 1 to 3 number of it, whereas 73.33 per cent were those who had not owned the pyjama.

From this, we concluded that the respondents possessed sufficient number of dresses as per their preferential order. This further implies that parents considered their preference and provided them enough number of dresses as per their requirement.

**Openings used in existing dresses:** From the data presented in Table 11 it was observed that for upper garments, the centre front opening was used commonly with score 1.63 followed by back opening (1.55) and shoulder opening (0.81). The least frequently used opening was side opening with the score of 0.50.

In case of lower garments, side opening was used most frequently with maximum score of 0.88 followed by centre opening (0.46). The back opening was used scarcely as it scored only 0.03.

Table 11 Openings used in existing dresses of the respondents

Sr.No.	Openings*	Upper garments W.M.S.	Lower garments W.M.S.
1.	Centre front	1.63	0.46
2.	Back	1.55	0.03
3.	Side	0.50	0.88
4.	Shoulder	0.81	-

W.M.S. - Weighted Mean Score weighed by frequency.

\* Multiple response

**Fasteners used in existing dresses:** The data presented in Table 12 explained that for upper garments, the most frequently used fastener was press button as it scored maximum, i.e. 1.65 followed by button with button hole and hook with eye (1.60) each. Other fasteners like button with loop, zipper and stud were not used so frequently and scored only 1.26, 0.76 and 0.18, respectively. Fasteners like string, velcro tape and elastic were not used at all in upper garments.

For lower garments, the most commonly used fasteners were elastic (1.73) and zipper (1.28) followed by Hook with eye (0.78), string (0.75), button with button hole (0.38) and press button (0.30). Other fasteners like button with loop, velcro

tape and studs were used scarcely as they scored 0.10, 0.06 and 0.05, respectively.

Table 12 Fasteners used in existing dresses of the respondents

Sr.No.	Fasteners*	Upper garments	Lower garments
		W.M.S.	W.M.S.
1.	Press button	1.65	0.30
2.	Button with button hole	1.60	0.38
3.	Button with loop	1.26	0.10
4.	Hook with eye	1.60	0.78
5.	Studs	0.18	0.05
6.	Zipper	0.76	1.28
7.	String	0.08	0.75
8.	Velcro tape	-	0.06
9.	Elastic	-	1.73

W.M.S. - Weighted Mean Score weighed by frequency.

\* Multiple response

#### 4.3.2 Preference of respondents regarding clothing

Preferential index regarding respondents' garments: The preferential choices of the respondents regarding garments has been presented in Table 13. It is evident from the table that as per mothers most preferred garment was frock which ranked first with the weightage of 4.08 followed by t-shirt (3.81). Other garments like kurta, top ranked third and fourth with the score

of 3.50 and 3.41, respectively. The least preferred garment was kameez (1.55).

Among the lower garments, pant ranked first with score of 5.68 followed by skirt (5.05). Garments which ranked third and fourth were salwar (3.96) and churidar (2.41). The garments not much preferred were divided skirt and pyjama with score of 1.71 and 1.35, respectively.

As per researcher's observation, the data elucidated that the most preferred garment was frock which ranked first with maximum weightage of 4.28 followed by t-shirt (3.91). Other garments like top, kurta and kameez with score of 3.53, 3.25 and 2.05, respectively were ranked at third, fourth and fifth position.

In case of lower garments, pant earned the first rank with maximum weightage of 5.55. Other garments which ranked second, third and fourth as per researcher's observation were skirt (4.85), salwar (3.96) and churidar (2.46). The garments which were not much preferred by the respondents were divided skirt (1.81) and pyjama (1.35).

From the above table, it can be concluded that there was not much difference between the child's preference as per mother's views and researcher's observation. This means the parents were aware about their daughter's preferences and gave them due importance.

Table 13 Preferential index regarding respondent's garments

Sr. No.	Garments	Child's preference as per Mother's views		Child's preference as per researcher's observation	
		W.M.S.	Rank	W.M.S.	Rank
<u>1. Upper garments</u>					
	Kurta	3.50	III	3.25	IV
	Kameez	1.55	V	2.05	V
	Frock	4.68	I	4.28	I
	Top	3.41	IV	3.53	III
	T-shirt	3.81	II	3.91	II
<u>2. Lower garments</u>					
	Salwar	3.96	III	3.96	III
	Churidar	2.41	IV	2.46	IV
	Skirt	5.05	II	4.85	II
	Pant	5.68	I	5.55	I
	Divided skirt	1.71	V	1.81	V
	Pyjama	1.35	VI	1.35	VI

W.M.S. - Weighted Mean Score weighed by frequency.

Respondent's concept and liking for colors: Data presented in Table 14 revealed that according to mother's views, 46.66 per cent of the girl respondents had color concept, out of which 28.33 per cent had liking for particular color, whereas as per researcher's observation 58.33 per cent had color concept which

means that they could recognise the color and all of them had liking for particular color.

Table 14 Respondent's concept and liking for colors

Sr. No.		As per Mother's views	As per researcher's observation
1.	Child has color concept	28 (46.66)	35 (58.33)
2.	Liking for any particular color	17 (28.33)	35 (58.33)

Figures in parentheses indicates percentage

Preferential index regarding colors: Preferential order for the particular color was also sought out of those who had liking for particular colors and presented in Table 15. As per mother's views regarding child's preference, the most preferred color was found to be red with weightage of 1.52 followed by blue (1.47), whereas white and black were preferred at third and fourth position with score of 1.23 and 0.88, respectively. Least preferred colors were yellow and orange which scored as 0.58 and 0.35.

As per researcher's observation red was preferred most with score of 0.88 followed by white (0.85) and orange (0.80). Other colors, i.e. yellow and blue were liked at fourth position both with the same score as 0.71. The colors black, violet and grey were preferred at fifth, sixth and seventh position with the

score of 0.65, 0.60 and 0.45. The least preferred color was green with score of 0.37 only.

Table 15 Preferential index regarding colors

Sr. No.	Colors*	N=17	N=35
		Child's preference as per Mother's views W.M.S.	Child's preference as per researcher's observation W.M.S.
1.	Red	1.52	0.88
2.	Black	0.88	0.65
3.	White	1.23	0.85
4.	Orange	0.35	0.80
5.	Yellow	0.58	0.71
6.	Blue	1.47	0.71
7.	Grey	-	0.45
8.	Green	-	0.37
9.	Violet	-	0.60

\* Multiple response

W.M.S. - Weighted Mean Score weighed by frequency

From this we conclude that the preference order for colors was different as per mother's views and researcher's observation, except for red color. Sailor (1967) found that mentally retarded teenager's tend to prefer saturated colors. According to Dharangadharia (1978) red was most preferred and

green was the least preferred color by mentally retarded girls. Other colors in the preference order were white, orange, black, grey, violet, yellow, blue and green. Sharma (1990) elucidated that as per mothers, there was no particular choice of their mentally retarded children for colors.

**Preferential choice pattern regarding prints:** The data regarding mother's views about the preference of their mentally retarded girls for prints or motifs has been incorporated in Table 16. Data elucidated that as per mother's views 36.66 per cent had ability to give their particular choice for prints. Among those, the most preferred print was floral with score of 5.25 followed by dotted and bold prints having equal score (5.09). Other prints like animals/birds (4.84) were liked at third position and small prints were preferred at fourth position with score of 2.98. Lines and baby prints with same score as 2.69 were at fifth position. Least preferred pattern for fabric was checks with weightage of 2.45 only.

As per researcher's observation, 56.66 per cent respondents had their particular choice for different prints. The most preferred print was found to be animals/birds with 6.35 score followed by floral prints (5.63), whereas dotted and bold prints gained third position having same weightage (5.02). Baby print, small print and checks were at fourth, fifth and sixth rank having score 4.86, 3.13 and 2.78, respectively. Least preferred print was lines with weightage of 1.69 only.

Table 16 Preferential choice pattern for prints/motifs

Sr. No.	Prints/Motifs*	N=22		N=34	
		Child's preference as per Mother's views		Child's preference as per researcher's observation	
		W.M.S.	Rank	W.M.S.	Rank
1.	Floral	5.25	I	5.63	II
2.	Dotted	5.09	II	5.02	III
3.	Bold	5.09	II	5.02	III
4.	Small	2.98	IV	3.13	V
5.	Line	2.69	V	1.69	VII
6.	Baby	2.69	V	4.86	IV
7.	Check	2.45	VI	2.78	VI
8.	Animals/birds	4.84	III	6.35	I

\* Multiple response

W.M.S. - Weighted Mean Score weighed by frequency

From this, it can be concluded that, as per mother's views as well as per researcher's observation, there was much difference in the preferential order of respondents regarding various prints/motifs of the fabric. This indicates, the mothers were not aware about their daughter's preference and provided the garments on their own choice. Sharma (1990) reported that as per mothers the most preferred prints for their mentally

retarded children's garments were geometrical, floral and nursery prints. Sailor (1967) revealed that small designs and strong figures with ground contrast were most preferred by mentally retarded teenagers.

**Preferential choice pattern for texture:** While analyzing the preferential choices of respondents regarding texture from Table 17, it was found that as per mother's views, only 16.66 per cent girl respondents expressed their liking for different textures. The most preferred texture by girls was shiny with weightage of 2.89 followed by dull and smooth with equal score, i.e. 1.36 each. Rough texture was at last position with score of 1.00 only.

According to the researcher's observation, 23.33 per cent could express their preference for texture. Amongst different textures, shiny texture was most preferred with score of 3.29 followed by smooth (2.44). Dull texture gained score 1.09 and rough texture had 1.00 score only.

Thus, it may be concluded that the preferential order of the respondents regarding various textures was not same as per mother's views and as per researcher's observation, except for shiny texture which ranked at first position. Sailor (1967) explained that the smooth fabric was most preferred by mentally retarded teenagers.

Table 17 Preferential choice pattern for textures

Sr. No.	Textures*	N=10		N=14	
		Child's preference as per Mother's views		Child's preference as per researcher's observation	
		W.M.S.	Rank	W.M.S.	Rank
1.	Shiny	2.89	I	3.29	I
2.	Dull	1.36	II	1.09	III
3.	Smooth	1.36	II	2.46	II
4.	Rough	1.00	III	1.00	IV

\* Multiple response

W.M.S. - Weighted Mean Score weighed by frequency.

The data regarding different aspects of clothing indicates that majority of the mothers did not know about their daughters knowledge for color, print and texture. The difference between preferential choice pattern of the respondents as per mother's views and as per researcher's observation further indicates about lack of awareness of mothers about these aspects.

#### 4.3.3 Procurement of garments

In this section, the sources of procurement of respondent's garments and the reasons for the different sources of procurement and non-procurement have been described.

The data presented in the Table 18 revealed that majority of the respondent's mothers, i.e. 73.33 per cent were buying

ready made garments, followed by 50.00 per cent who were using tailor made garments for their mentally retarded daughters and only 46.66 per cent mothers used home made garments for their daughters.

Sharma (1990) also found that most of the mothers got ready made clothes for their mentally retarded children.

Table 18 Sources of procurement of respondent's garments

Sr.No.	Procurement*	Yes	No
1.	Ready-made	44(73.3)	16(26.6)
2.	Tailor-made	30(50.0)	30(50.0)
3.	Home-made	28(46.6)	32(53.3)

\* Multiple response

Figures in parentheses indicate percentage

Reasons for procurement and non-procurement of respondent's garments: The reasons for procurement and non-procurement were also sought and presented in Table 19. All the mothers who were using ready-made garments revealed that 'variety of designs were also according to fashion'. 72.72 per cent mothers were of the opinion that they 'saved their time' by using the ready-mades, whereas 50.00 per cent reported that they got 'designs according to the need'.

The mothers who were not buying the ready-made garments, majority of them (93.75%) revealed that ready-mades were

'expensive', followed by 50.00 per cent who were of the opinion that such garments were 'not of appropriate size' and their 'stitching was also poor' and 43.75 per cent mothers found that the 'material of ready-made garments was also not of good quality'.

For tailor made garments, all the mothers who were using tailor made garments for their mentally retarded daughters revealed that the 'dress material was according to their own choice' followed by 93.33 per cent who were of the opinion that, such garments were of 'appropriate size' and 'designs were also according to the choice'. 86.66 per cent mothers reported that 'designs could be made according to need/requirement' and 76.66 per cent found that tailor makes were 'time saving'.

Among the mothers who were not using tailor made garments for their retarded daughters, 63.33 per cent reported that tailor makes were 'time consuming as tailor delayed the delivery', whereas 60.00 per cent felt that 'stitching was expensive' and 16.66 per cent were of the opinion that in tailor makes 'fancy designing was difficult'. Only 13.33 per cent opined that 'tailor did not make the design accordingly'.

For home made garments, all the mothers who stitched the garments for their mentally retarded daughters at home, were of the opinion that 'home makes were of appropriate size' and also 'modification could be done accordingly'. 96.42 per cent revealed that 'designs could be made according to choice and

Table 19 Reasons for procurement and non-procurement of respondent's garments

Sr. No.	Reasons for procurement*	Frequency	Percentage	Sr. No.	Reasons for non-procurement	Frequency	Percentage
<b>Ready made</b>							
1.	Variety of designs available	44	100.00	1.	Expensive	15	93.75
2.	Time saving	32	72.72	2.	Inappropriate size	8	50.00
3.	According to fashion	44	100.00	3.	Poor stitching	8	50.00
4.	Design according to need	22	50.00	4.	Dress material is not good	7	43.75
<b>Tailor made</b>							
1.	According to size	28	93.33	1.	Stitching is expensive	18	60.00
2.	Design according to need/requirement	26	86.66	2.	Time wasting as tailors delay the delivery	19	63.33
3.	Design according to choice	28	93.66	3.	Tailors do not make the design accordingly	4	13.33
4.	Time saving	23	76.66	4.	Fancy designing is difficult	5	16.66
5.	Dress material according to choice	30	100.00				

Table 19 (Contd...)

Sr. Reasons for No. procurement*	Frequ-ency	Percent-age	Sr. No. procurement	Reasons for non-	Frequ-ency	Percent-age
Home made						
1. Money saving	21	75.00	1. Time consuming		30	93.75
2. Utilization of free time	26	92.85	2. Risk of wasting the cloth		19	59.37
3. Design according to choice	27	96.42	3. Child does not like		13	40.62
4. Size according to need	28	100.00	4. Expensive		10	33.33
5. Modification can be done accordingly	28	100.00	5. Do not know stitching		21	70.00

\*Multiple Response

requirement', whereas 92.85 per cent felt that it was the 'best utilization of free time' and 75.00 per cent found home made garments as 'money saving'.

The mothers who were not stitching the garments at home, majority of them (93.75%) reported that home made were 'time consuming' followed by 70.00 per cent who 'did not know stitching'. 59.37 per cent 'did not want to take risk of wrong cutting and wasting the cloth'. 40.62 per cent mothers found that the 'girls did not like' the home made garments and 33.33 per cent felt that 'home made garments will be expensive'.

#### Criteria for buying

**While buying the garments:** From the data presented in Table 20 it has been observed that the 'appealing design' was considered the most important factor while buying the garments as it scored 6.54 followed by 'comfort' (6.52), 'fashion' (5.50), 'material according to season and occasion' (5.04). Other factors in descending order were 'cost', 'child's preference' and 'dress with self-help features' which scored 3.90, 3.72 and 2.70, respectively.

**While buying the fabric:** The data elucidated that while buying the fabric 'comfort' was considered the most important factor with maximum score 7.01. Other factors which were considered by respondent's mothers were 'Material according to season and occasion' (6.01), 'appealing design' (5.74) and 'fashion' (3.98). The factors which were not of much importance

were 'cost' and 'child's preference' as these scored 3.70 and 2.74, respectively.

Table 20 Criteria for buying

Sr. No.	Criteria*	N=43		N=51	
		While buying the garments W.M.S.	Rank	While buying the fabric W.M.S.	Rank
1.	Comfort	6.52	II	7.01	I
2.	Appealing design	6.54	I	5.74	III
3.	Cost	3.90	V	3.70	V
4.	Fashion	5.50	III	3.98	IV
5.	Child's interest/ preference	3.72	VI	2.74	VI
6.	Dress with self- help features	2.70	VII	-	-
7.	Material according to season and occasion	5.04	IV	6.01	II

\* Multiple response

W.M.S. - Weighted Mean Score weighed by frequency.

#### 4.4 Problems faced by the mentally retarded girls in clothing

In this section, the capability of respondents for dressing and undressing and the problems faced in clothing have been described.

#### 4.4.1 Capability of respondents in dressing and undressing

An analysis of the capability of the respondents have been presented in Table 21 which revealed that majority of respondents, 66.66 per cent could dress up partially on their own due to their low intelligence and needed help which was rendered by the mothers. 30.00 per cent were those who could not dress up on their own due to their very low mental control. Only 3.33 per cent could dress up fully on their own as they were from high I.Q. group (75 to 90) and both had 4-5 years of training. Sharma (1990) also found that majority of mentally retarded children needed help in dressing.

Table 21 Capability of respondents in dressing and undressing

Sr.No.	Capability	Frequency	Percentage
1.	Fully	2	3.33
2.	Partially	40	66.66
3.	Not at all	18	33.00

#### 4.4.2 Reasons for not being able to dress up independently

Reasons were asked from the mothers of those 96.66 per cent respondents, who could not dress up independently. Data presented in Table 22 indicated that majority of the girls, i.e. 87.93 per cent were not able to dress up independently because of lack of training and 82.75 per cent could not do so because

of lack of mental ability. Other 55.17 per cent girls were not interested to dress up. The least per cent of respondents, i.e. 32.75 per cent faced the problems due to physical disability.

Table 22 Reasons for not being able to dress up independently

N=58

Sr.No.	Reasons*	Frequency	Percentage
1.	Lack of mental ability of child	48	82.75
2.	Problem due to physical deformity	19	32.75
3.	Lack of training	51	87.93
4.	Child not interested	32	55.17

\*Multiple response

#### 4.4.3 Problems encountered in dressing and undressing

The data regarding clothing problems of the respondents were presented in Table 23. While analyzing the problems, it was observed that the girls were finding great difficulty in identifying the sides of the garments. Among moderately retarded

Table 23 Problems encountered in dressing and undressing

(N=58)

Sr. No.	Problems*	W.M.S.		
		Imbecile (25-50 I.Q.)	Moron (50-75 I.Q.)	Dull normal (75-90 I.Q.)
A	Identification of side			
i)	Difficulty in differentiating the front and back of the garment	1.77	1.52	1.36
ii)	Difficulty in differentiating the right side and wrong side of the garment	1.77	1.36	1.27
B	Upper garments			
i)	Difficulty in slipping on and taking out from head	1.68	1.44	0.54
ii)	Difficulty in putting on and taking off the arm	1.54	1.32	0.54
iii)	Difficulty in putting over shoulder	1.68	1.36	0.82
C	Lower garments			
i)	Difficulty in passing legs	1.31	1.08	0.45
ii)	Difficulty in aligning the upper and lower garments	1.90	1.84	1.36
iii)	Difficulty in fastening the belt at waist	1.95	1.92	1.72

Table 23 (Contd...)

(N=58)

Sr. No.	Problems*	W.M.S.		
		Imbecile (25-50 I.Q.)	Moron (50-75 I.Q.)	Dull normal (75-90 I.Q.)
D	Openings			
i)	Back	2.00	2.00	2.00
ii)	Side	1.90	1.88	1.63
iii)	Shoulder	1.90	1.88	1.45
iv)	Centre front	1.54	1.44	0.72
E	Fasteners			
i)	String	2.00	2.00	2.00
ii)	Hook with eye	1.95	1.92	1.63
iii)	Button with loop	1.86	1.76	1.45
iv)	Button with button hole	1.81	1.76	1.27
v)	Studs	1.77	1.72	1.36
vi)	Velcro tape	1.59	1.56	1.54
vii)	Press button	1.54	1.52	0.63
viii)	Zipper	1.31	1.24	0.63
ix)	Elastic	1.22	1.20	0.18

\* Multiple responses

W.M.S. - Weighted Mean Score weighed by frequency

(25 to 50 I.Q.) girls, the problem in identification of the front from that of back (1.77) was equivalent with differentiating the right side from that of the wrong side of the garment (1.77), whereas among mildly retarded (50 to 75 I.Q.), the problem was more in differentiating the right side from that of the wrong side of the garment (1.36). In border line cases (75 to 90 I.Q.), the problem in identification of the front from that of back (1.36) was higher than differentiating the right side from that of the wrong side of the garment (1.27).

For upper garments, the most common problems being faced by the moderately retarded (25 to 50 I.Q.) were difficulty in slipping on and taking out from head (1.68) and difficulty in putting over shoulder (1.68), followed by difficulty in putting on and taking off the arm (1.54), whereas among mild cases (50 to 75 I.Q.) the most common problem was difficulty in slipping on and taking out from head (1.44), followed by difficulty in putting over shoulder (1.36), and difficulty in putting on and taking off the arm (1.32), while among border line cases (75 to 90 I.Q.) the main problem was difficulty in putting over shoulder (0.82), followed by difficulty in slipping on and taking out from head and difficulty in putting on and taking off the arm which scored same (0.54).

In case of lower garments, among moderately retarded (25 to 50 I.Q.), the major problem was fastening the belt at waist

which scored maximum (1.95), followed by aligning the upper and lower garments scoring 1.90 and the least problem was in passing legs, which scored 1.31.

Other problems faced by the girl respondents were difficulty in operating the openings and manipulating the fasteners. In case of moderately retarded respondents, back opening was found to be the most difficult to operate as it scored maximum (2.00) followed by side and shoulder openings which scored same as 1.90 and least problem was faced with centre front opening which scored 1.54. For mildly retarded girls, the most difficult problem was to operate the back opening with 2.00 score, followed by side and shoulder opening as they scored the same 1.88, and centre front opening (1.44). In border line cases, back opening was also the main problem (2.00), followed by side opening (1.63), shoulder opening (1.45), and least in centre front opening (0.72).

In manipulating the fasteners, respondents faced multiple problems. It was found that among moderate cases (I.Q. 25 to 50) fastening of the string was found to be most difficult with score of 2.00, followed by hooks with eye (1.95), button with loop (1.86), button with button hole (1.81) and studs (1.77). Other fasteners like velcro tape, press button, zipper and elastic were also not easy to fasten as it scored 1.59, 1.54, 1.31, 1.22, respectively. In mild cases also fastening of string was found as the most difficult which scored maximum (2.00),

followed by hooks with eye, button with loop, button with button hole and studs scored 1.92, 1.76, 1.76 and 1.72, respectively. Other fasteners like velcro tape scored 1.56, press button scored 1.52, zipper scored 1.24 and elastic scored the least, i.e. 1.20. Among border line cases, the major problem was found in fastening the string which scored maximum, i.e. 2.00, whereas hooks with eye scored 1.63, velcro tape scored 1.54 and button with loops scored 2.45. Other fasteners like studs and button with button hole scored 1.36 and 1.24, respectively. The fasteners press button, zipper and elastic were not much difficult to manipulate by border line retarded girls as they scored 0.63, 0.63 and 0.18, respectively.

From this, we conclude that the main problem faced by the respondents was aligning of the upper and lower garments. In fasteners all faced problem in string fastening and among openings, back opening was most difficult to operate. The problems faced by the respondents with lower I.Q. were more as compared to the problems faced by the respondents with higher I.Q. It implies 'Higher the I.Q., lower the clothing problem'. Sharma (1990) also reported that the main difficulty faced by these children was in identification of different parts of garments. Other difficulties were fastening the garment, openings/closures of garment as they could not manage the opening. Putting on and taking off the garment was also a problem.



Plate No.5

Respondent facing problem while putting on upper garment



Plate No.6

Respondent facing problem while putting on lower garment



Plate No.7

Respondent facing problem while manipulating fastener

#### 4.4.4 Preferences for specially designed functional garments

Keeping in view the various problems faced by the individual girl respondents, efforts were made to find out the preference for functional garments which would provide them ease, comfort, suitability and self-confidence with easily manageable fasteners. This has been covered under different sub-heads.

**Willingness of the respondent's mothers for adoption of functional garments:** An opinion was sought about the willingness of the mothers for specially designed garments for their mentally retarded daughters. The data presented in Table 24 revealed that 58.33 per cent of the mothers expressed their unwillingness to adopt the specially designed garments, whereas 41.66 per cent showed their interest for modified garments.

Table 24 Willingness of the respondent's mothers for adoption of functional garments

Sr.No.	Willingness	Frequency	Percentage
1.	Yes	25	41.6
2.	No	35	58.3

**Reasons assigned for adoption of specially designed garments:** Various reasons expressed by the mother respondents have been listed in Table 25. It was found that the mothers who were willing for adoption of functional designs stated the reason that specially designed would solve the dressing problem of their daughters, whereas 96.00 per cent were of the opinion that self help features in the dresses would make them independent, followed by 92.00 per cent who had a feeling that specially designed dresses would provide comfortability. 68.00 per cent believed that mentally retarded girls would be socially acceptable and their personality would be enhanced.

Table 25 Reasons for willingness of the respondent's mothers for adoption of specially designed garments

(N=25)

Sr.No.	Reasons*	Frequency	Percentage
1.	To solve the dressing problem	25	100.00
2.	To provide more comfort	23	92.00
3.	To make the child self independent with self help features	24	96.00
4.	To make the child socially acceptable	17	68.00
5.	To enhance the personality	17	68.00

\* Multiple response

**Reasons for unwillingness for specially designed garments:**  
 The reasons assigned by the respondent's mothers who expressed their unwillingness to adopt the specially designed garments are summarized in Table 26. The main reason stated by majority of the mothers (82.85%) was that the specially designed garments would lead to the development of inferiority complex in the girl, whereas 77.14 per cent mothers believed that their daughter would not accept these dresses. Similar number of mothers opined that specially designed garments would make their daughters socially unacceptable. Other reasons like lack of knowledge and the increased cost of garments were stated by 57.14 per cent and 42.85 per cent, respectively.

Table 26 Reasons for unwillingness for adoption of specially designed garments

(N=35)

Sr.No.	Reasons*	Frequency	Percentage
1.	Garments may be costly	15	42.35
2.	Lack of knowledge about specially designed garments	20	57.14
3.	It may make the child socially unacceptable	27	77.14
4.	It may lead to the development of inferiority complex in the child	29	82.85
5.	Child may not accept	27	77.14

\* Multiple response

Modifications desired in the designed garments: The data presented in Table 27 elucidated that, regarding openings, 60.00 per cent of the respondent's mothers gave their opinion that the dresses for mentally retarded children should have no openings, whereas 28.00 per cent and 24.00 per cent suggested half center front opening and full center front opening, respectively. Only 4.00 per cent opined that there should be opening at shoulder.

Table 27 Modifications desired in the specially designed garments

(N=25)

Sr.No.	Modifications*	Frequency	Percentage
1.	<u>Openings:</u>		
	Full central front opening	6	24.00
	Half central front opening	7	28.00
	Opening at shoulder	1	4.00
	Without any opening	15	60.00
2.	<u>Fasteners:</u>		
	Use of zipper instead of series of buttons	18	72.00
	Use of elastic at waist for proper hold	21	84.00
	Use of velcro tape	10	40.00

\* Multiple response

Regarding fasteners, majority of the mothers (84.00%) were of the opinion that there should be elastic at waist for proper hold, whereas 72.00 per cent suggested use of zipper instead of series of buttons, 40.00 per cent preferred use of velcro tape.

#### 4.5 Association between clothing preferences and problems with independent variables

Under this section, efforts have been made to assess the association between different independent variables like respondent's age, training period and degree of retardation with concept regarding color, print, texture and the problems faced by the respondents in donning and undonning.

The perusal of Table 28.1 shows that as per mother's views, respondent's age had significant association with color concept but had no significant association with the print and texture concept, whereas according to the researcher's observation, knowledge about color, print and texture was not significantly associated with the age of mentally retarded girls.

It was also seen that the capability of respondents to dress up independently was significantly associated with respondent's age. Regarding the dressing problems faced by the respondents, the girl's age had significant association with dressing problems of the respondents.

The data presented in Table 28.2 indicated that as per mother's views, the concept regarding color, print and texture was not significantly associated with training period, whereas

as per researcher's observation, training period was significantly associated with print concept but not associated with color and texture concept.

Data further revealed that capability of the respondents for donning and undonning was not significantly associated with training period, whereas the dressing problems of the respondents had significant association with training period given to the respondents.

The Table 28.3 explained that as per mother's views and researcher's observation, the degree of retardation had significant association with concept regarding color, print and texture.

As regards the respondent's dressing capability and dressing problems, it was seen that there was significant association between degree of retardation with dressing capability and dressing problems faced by the respondents.

From this, it was concluded that the degree of retardation or I.Q. of respondent had more significant relation with clothing problems and concept regarding color, print and texture as compared to the respondent's age and training period.

Table 28 Association between clothing preferences and problems with independent variables

Table 28.1

Dependent Variable	Categories	Independent variable					MDIS value
		Respondent's age (Yrs.)					
		5-7	7-9	9-11	11-13	13-15	
1. Mother's views							
Color concept	Yes	2	7	6	7	10	11.8236* (4)
	No	9	5	8	4	2	
Print concept	Yes	2	5	3	6	6	5.7853 (4)
	No	9	7	11	5	6	
Texture concept	Yes	1	3	3	1	2	1.8056 (4)
	No	10	9	11	10	10	
2. Researcher's observation							
Color concept	Yes	3	9	9	7	8	6.4283 (4)
	No	8	3	5	4	4	
Print concept	Yes	4	7	6	10	7	9.2625 (4)
	No	7	5	8	1	5	
Texture concept	Yes	2	4	4	2	2	1.4892 (4)
	No	9	8	10	9	10	
3. Capability of donning/ undonning	Fully	-	-	-	-	2	22.3396* (8)
	Partially	2	10	11	9	8	
	Not at all	9	2	3	2	2	
4. Extent of dressing problem	High	10	10	10	5	6	17.1446* (8)
	Medium	-	1	4	6	4	
	Low	1	1	-	-	-	

\*Denotes MDIS value is significant at 0.05% level

Figures in parentheses indicates degree of freedom

Table 28.2

Dependent Categories Variable		Independent variable					MDIS value
		Training of respondent(yr.)					
		0-1	1-2	2-3	3-4	4-5	
1. Mother's views							
Color concept	Yes	11	7	6	8	-	5.5801
	No	14	5	3	4	2	(4)
Print concept	Yes	8	3	4	7	-	5.3535
	No	17	9	5	5	2	(4)
Texture concept	Yes	6	1	-	3	-	6.1332
	No	19	11	9	9	2	(4)
2. Researcher's observation							
Color concept	Yes	13	8	7	8	-	6.0567
	No	12	4	2	4	2	(4)
Print concept	Yes	11	6	7	10	-	10.8276*
	No	14	6	2	2	2	(4)
Texture concept	Yes	8	2	1	3	-	3.2608
	No	17	10	8	9	2	(4)
3. Capability of donning/ undonning	Fully	-	-	-	2	-	
	Partially	13	10	8	7	2	14.6444
	Not at all	12	2	1	3	-	(8)
4. Extent of dressing problem	High	21	9	2	8	2	
	Medium	4	2	6	2	-	16.9766*
	Low	-	1	1	-	-	(8)

\*Denotes MDIS value is significant at 0.05% level

Figures in parentheses indicates degree of freedom

28.3

Dependent Categories Variable		Independent variable			MDIS value
		Degree of Retardation (I.Q)			
		25-50	50-75	75-90	
1. Mother's views					
Color concept	Yes	3	13	12	23.7170* (2)
	No	19	12	1	
Print concept	Yes	3	10	9	11.6345* (2)
	No	19	15	4	
Texture concept	Yes	1	6	3	4.3321* (2)
	No	21	19	10	
2. Researcher's observation					
Color concept	Yes	7	15	13	20.3310* (2)
	No	15	10	-	
Print concept	Yes	8	15	11	8.4536* (2)
	No	14	10	2	
Texture concept	Yes	1	8	5	8.3901* (2)
	No	21	17	8	
3. Capability of donning/ undressing	Fully	-	-	2	11.5566* (4)
	Partially	12	18	10	
	Not at all	10	7	1	
4. Extent of dressing problem	High	19	19	4	12.4849* (4)
	Medium	2	5	7	
	Low	1	1	-	

\*Denotes MDIS value is significant at 0.05% level

Figures in parentheses indicates degree of freedom

## **5. SUMMARY AND CONCLUSIONS**

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Mental retardation is not a disease or a single entity. It is rather a term applied to a condition of retarded mental development. Due to this problem, the people think that such children are incapable of contributing any thing to the society and to bring happiness in the family. Even parents hold slightly negative view towards them and do not give due importance to their requirements especially towards clothing. Parents are generally not aware that the psychological welfare of a child also depends on his clothes as clothing is one of the fundamental needs of any human being, whether normal or mentally retarded. Even the personality characteristics and social behaviour of an individual are influenced by the clothing he wears. The clothing also plays very dignified and productive role to minimize the inferiority complex and can help the retarded children to come near to normal. It is the responsibility of parents and society, that they give more attention towards clothing of such children than normal since they are weak due to which they are unable to perform the skills of dressing and undressing independently and they face certain problems in their clothing.

Therefore, to study the mother's opinion towards their clothing and the problems faced by the respondents with their existing dress pattern, the present study was conducted with the following aims and objectives:

- 1) To study the opinion of mother's towards the clothing of their mentally retarded girls.
- 2) To explore the preferential choices for clothing of mentally retarded girls.
- 3) To analyze the clothing problems of mentally retarded girls.

To achieve the goal, the present study was conducted in six institutes in Haryana State. The institutes working for welfare of mentally retarded were taken for study. From these institutes 60 mentally retarded girls in the age group of 5 to 15 years having I.Q. from 25 to 90 were selected. The selected girls were non-hostlers as their mothers were also required to be interviewed which constituted the total sample of 120.

To collect information regarding various aspects, a personal interview schedule was prepared. The interview schedule was prepared having statements pertaining to mother's opinion towards clothing of their mentally retarded daughters, the questions regarding profile of respondents, their clothing preferences and clothing problems. The data was collected by two methods, i.e. interview method and observation method. Interview method was applied on mothers to get information regarding

respondent's profile, mother's opinion, clothing preferences and clothing problems of respondents. Observation method was used on girl respondents to sort out their preferential choice pattern regarding garments color, print and texture.

The perusal of the study revealed that the majority of the girls were in the age group of 9 to 11 year, had training under one year with I.Q. in the range of 50 to 75. Majority of them belonged to the nuclear families, small families and low level of family education. The monthly income of majority of respondent's family was Rs. 2501 to 5000.

The mothers of majority of respondents (56.66%) were in the age group of 25 to 35 years. All the mothers were educated and majority (41.66%) were graduate and 61.66 per cent were housewives.

Majority of the girls (41.66%) had first ordinal position in the family and majority of the families (55.00%) had up to two children. The main causes of the retardation were hereditary and accident. In most of the cases (38.33%) the retardation was diagnosed up to the age of 1 year and in 61.66 per cent cases, symptoms were observed by the doctors. Most of the girls had physical disability along with mental retardation and speech disorder was most common among 69.76 per cent.

Regarding the mother's opinion towards different aspects of their mentally retarded girl's clothing, it was observed that majority of the mothers (63.33%) had favourable opinion towards

sociological aspects and psychological aspects. Regarding functional factors, most of the mothers (60.00%) opined somewhat favourably, whereas about the economical factors, majority (48.33%) had unfavourable opinion.

The frequently used dresses were panty, undershirt, skirt, frock, top, pant with weighted mean score of 1.5 to 2.00 while other garments like kameez, pyjama and churidar were scarcely used with score less than 0.50. Most of the respondents possessed 4 to 6 number of undershirt, panty and frock, whereas kameez, kurta, pyjama, salwar, churidar and divided skirt were possessed by a few number of the respondents. The most favourably used openings were centre front (1.55) and back openings (1.50) in upper garments and side opening (0.88) in lower garments whereas, frequently used fasteners were press button (1.65), button with button hole (1.60) and hook with eye (1.60) in the upper garments whereas, elastic (1.73) and zipper (1.28) in the lower garments.

The preferential order regarding respondent's garments, colors, prints and textures was found by two ways, one as per mother's views towards child's preference and other as per researcher's observation with the help of sample displaying method. As per mother's views, the preferential order for upper garments was frock, t-shirt, kurta, top and kameez which is almost same as per researcher's observation, i.e. frock, t-shirt, top, kurta and kameez. In regard to the lower garments,

the preferential order as per mother's views as well as by researcher's observation was pant, skirt, salwar, churidar and divided skirt.

It was also found that, as per mother's views only 46.66 per cent had color concept, 36.66 per cent had print concept and only 16.66 per cent had concept about texture whereas, by researcher's observation, it was found that 58.33 per cent had knowledge about color, 56.66 per cent were aware about different print and 23.33 per cent had texture concept.

The order of color preference as per mother's views was red, blue, white, black, yellow and orange but as per researcher's observation, it was red, white, orange, yellow, blue, black, violet, grey and green.

The order of preference for print/motif was floral, dotted, bold print, animal/bird, small print, line, baby print and check as per mother's views. According to the researcher's observation the print preference of the respondents was animal/bird, floral, dotted, bold print, baby print, small print, check and line.

The order of texture of the fabric was shiny, dull, smooth, rough according to mother's views while as per researcher's observation, it was shiny, smooth, dull and rough.

There was multiple response for sources of procurement of garments. 73.33 per cent mothers used ready made garments followed by tailor made (50.00%) and home made (46.66%). Main reasons for ready made garments stated by majority of mothers

were 'availability of variety in designs' and 'garments according to fashion' whereas, reasons for tailor made were 'dress material according to the choice', 'design according to choice' and 'size accordingly'. The favourable reasons for home made were 'size according to need', and 'modification could be made as per requirements'.

Main reasons for non-procurement of ready made garments were 'expensive'; for tailor made were 'stitching is expensive'; and 'time consuming as tailor delay the delivery' whereas, reasons for home made garments, were 'time consuming' and 'do not know the stitching'.

Regarding the rank order of criteria for buying the garments and fabric there was a difference in the criteria, while buying the garments mainly, appealing design was considered followed by comfort, fashion, material according to season and occasion, cost, child preference, and dress with self help features whereas, while buying fabric, comfort was considered first and others were fabric according to season and occasion, appealing design, fashion, cost and child's preference.

The perusal of the capability of the respondents in dressing and undressing, it was found that majority of the respondents could dress up partially and only 3.33 per cent were those who could dress up fully. While making an enquiry into the difficulties faced by the respondents in dressing and

undressing, it was noted that "lower the I.Q. higher the problems in dressing".

There were many problems being faced by the respondents regarding clothing. These were:

a) **Identification of side of garments:** In this, the identification of front from back of that garment was found to be more difficult as compared to the identification of right side and wrong side of the garment.

b) **Putting on and taking off the upper and lower garments:** The respondents also faced problems in donning and undonning the upper as well as the lower garments.

In upper garments, the problem was 'putting over shoulder', 'slipping on and taking out from head' and 'putting on and taking off the arm'.

In lower garments, main problem was 'fastening at waist'. Others were 'aligning the upper and lower garment' and 'passing the legs'.

c) **Opening of the garments:** The respondents also faced certain problems in operating the openings of the garments. All of them could not manage the back opening as their hands could not reach to the opening at the back of the garments and majority of them could not manage the side opening and shoulder opening whereas, very few faced problem in centre front opening.

d) **Fasteners in the garments:** Difficulty was also faced in fastening the garment. Not a single respondent could manage all

types of fasteners. It was found that all faced the problem in fastening the string whereas, the least problem was faced in zipper and elastic.

While concerning the reasons for not being able to dress up independently, it was found that majority of the mothers responded to the lack of training (87.93%) and lack of mental ability of the child (82.75%).

Results also elucidated that 41.66 per cent of mothers expressed their willingness for specially designed garments for solving their daughter's dressing problem, to reduce dependency and discomfort, to become socially acceptable and to enhance the personality. On the other hand, a major percentage (58.33%) of mothers were of the view that such garments might lead to the 'development of inferiority complex in the child', 'child might not accept', 'might make the child socially unacceptable'. Other reasons were 'lack of awareness' and 'high cost of specially designed garments'.

An exploration into the modifications desired by the mothers of mentally retarded girls in the specially designed garments revealed a preference for use of elastic at waist for proper hold and use of zipper instead of series of buttons followed by garments without any opening for easy handling.

Regarding association between different dependent with independent variables, mother's opinion was significantly associated with mother's education and no other variable was

associated with their opinion. In case of concept for color, print and texture and dressing problems, degree of retardation, i.e. I.Q. had significant association with all these whereas, training period and respondent's age had association with these variables to some extent.

From the findings, it can be concluded that the mothers had somewhat favourable opinion towards clothing of mentally retarded girls. Mother's education was main variable which affected the mother's opinion. Mothers considered their daughter's preference for garments to some extent but mothers were not aware about their daughter's knowledge regarding color, print and texture. Mentally retarded children did face certain problems in their clothing for which majority of the mothers did not do anything to make them independent and self-reliant in dressing and undressing.

## RECOMMENDATIONS

On the basis of the findings of this investigation, the following recommendations are given to solve the clothing problems of the mentally retarded girls:

- 1) The dresses for mentally retarded girls should be sufficiently loose to make dressing and undressing an easy task.
- 2) Openings of the garments should always be on the front side to make the front of the garment easily distinguishable from that of the back and to make it easily manipulative.
- 3) The half openings should be preferably with zipper or with minimum easily manipulative fasteners like velcro tape and large press buttons. Never use small button, buttons with button hole and hooks with eye.
- 4) If garments are to be made without opening there should be elastic border at the neck for easy donning and undonning.
- 5) There should be pockets on the front side of dresses to help the child to keep their belongings in it and also to make easily distinguishable from that of back.
- 6) There should be elastic in skirts or pants instead of belt and string in salwar or churidar.
- 7) There should be uniform in the institutes meant for mentally retarded. The design of the uniform should have required self help features and should be of bright color to boost up the morale of students.

- 8) Preference of the mentally retarded girls should be considered while selecting the garments for them as girl will accept those garments and will be motivated to dress up at her own which will ultimately help to reduce their dressing problems.
- 9) Parents and educators of the mentally retarded girls should be made aware that the training on donning and undonning methods should be given to such girls at home as well as in the institutes to make them independent and self-reliant.

The above recommendations if incorporated in the dresses of the mentally retarded girls, they may overcome their dressing problems to a great extent and may help in restoring their self-confidence, independence in dressing-undressing and an euphoric attitude towards life.



Plate No.8

Training imparted by teacher regarding putting on the garment



Plate No.9

Training imparted by teacher for manipulating the fastener

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# APPENDIX - 1

## CLOTHING PROBLEMS OF MENTALLY RETARDED GIRLS

### Interview Schedule

#### Part - A

#### General Information

1. Name of the child
2. Address
3. Age
4. Whether she goes to school or not  
If yes, then  
Hostler/Non-Hostler
5. Training period
6. Family type - Joint/Nuclear/Extended
7. Size of family - Small - upto 5 members  
Medium - 6 to 10 members  
Large - above 10 members
8. Family income per month - upto Rs. 2500  
- 2501 to 5000  
- 5001 to 7500  
- 7501 to 10000  
- Above 10000
9. Family background

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Sr. Name No.	Relation with child	Age	Sex	Education	Occupation
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## 10. Degree of retardation -

Idiot	I.Q. 0 to 25
Imbecile	I.Q. 25 to 50
Moron	I.Q. 50 to 75
Dull normal	I.Q. 75 to 90

## 11. Causes of retardation

## a) Before birth -

Hereditary  
Down syndrome  
Due to smoking  
Attempt for abortion  
Psychological

## b) During birth

## c) After birth

Accident  
Disease

## 12. How and at what age you came to know about child's retardation

Birth to one year  
At 1 to 3 year  
At 3 to 5 year  
At 5 to 7 year  
Above 7 year

How ? specify -

13. Is there any physical handicapness alongwith mental retardation ? Yes/No

If yes, specify, which type of handicapness

	<u>Yes</u>	<u>No</u>
Deaf and hard of hearing		
Visually handicapped.		
Cerebral palsy		
Orthopaedical		
Speech handicapped		

## Specific Information

14. Give your opinion regarding following statements:

Agree/Somewhat/disagree  
agree

- 1) For dressing and undressing, mentally retarded children are always dependent upon other's help
- 2) There is no need to pay attention on clothing of mentally retarded children as they are burden on society
- 3) Dresses for mentally retarded children should be similar to their siblings
- 4) Mentally retarded children will not be loved by their siblings if they are not properly dressed.
- 5) Dresses for mentally retarded children should be acceptable in their peer group
- 6) The child should be taken along to the market while selecting/purchasing the fabric/garment
- 7) Spending of money on clothing of mentally retarded children is not a wastage
- 8) Spending of money on new garments for mentally retarded children is mere wastage
- 9) One should not waste the time to train the mentally retarded children in dressing and undressing as they are slow learner
- 10) Training is important to make the mentally retarded children independent in dressing and undressing

- 11) Mentally retarded children should be punished for spoiling their dresses
- 12) One should not lose the temper even when the child creates fuss while putting on an taking off the clothes
- 13) Father give more liberty or freedom to mentally retarded child while dressing
- 14) Whatever the color of the mentally retarded child's dress is used, it hardly makes any difference to the child's personality
- 15) Mentally retarded child's dresses should be bright colored
- 16) Light colors should be used in mentally retarded child's dresses otherwise they become more aggressive
- 17) The children enjoy a lot when they wear attractive and colorful clothes
- 18) Dress of mentally retarded children should be according to fashion
- 19) Mentally retarded children are more problematic about their clothes
- 20) Clothing requirement of the mentally retarded child should be met at any expenditure
- 21) There is no need to provide special clothes for mentally retarded children as they are not taken along at special gatherings
- 22) Special birthday dress should be given to mentally retarded child
- 23) Dresses with self help features make the children more confident and independent

24) With the use of specially designed garments (according to the requirement of mentally retarded children) they can show improvement in their activities

15. Which of the following garments you uses for child dressing and what is child's preference ?

<u>Use</u>			No. of dresses	<u>Child's preference</u>		
Always	Seldom	Never		Always	Seldom	Never

a) Upper garment

Undershirt

Kurta

Kameez

Frock

Top

T.shirt

Any other

b) Lower garment

Panty

Salwar

Churidar

Skirt

Pant

Divided skirt

Pyjama

Any other

16. Which type of openings and fasteners you use for child dress.

Upper garment  
Always Seldom Never

Lower garment  
Always Seldom Never

a) Openings

Centre opening  
Back opening  
Side opening  
Shoulder opening  
Any other

b) Fasteners

Press button  
Button with button hole  
Button with loop  
Hook with eye  
Studs  
Zipper  
String  
Velcro tape  
Elastic  
Any other

17. Child's preference regarding color, print and texture.

a) Color Yes      No

- i) Child has color concept
- ii) Child has liking for any particular color
- iii) Liking for different colors

Red  
Green  
White  
Blue  
Orange  
Black  
Yellow  
Violet  
Grey

## b) Print/motif -

Liking for different prints/motifs

- i) bold prints
- ii) small prints
- iii) floral prints
- iv) dotted print
- v) line print
- vi) baby print
- vii) check print
- viii) animal/bird print

## c) Texture -

Liking for different textures

- i) shiny texture
- ii) dull texture
- iii) smooth texture
- iv) rough/harsh texture

## 18. Which type of make do you use for child's garments ?

a) Ready made - Yes No

If yes, what are the reasons. Yes No

- i) Variety of designs available
- ii) Time saving
- iii) According to fashion
- iv) Design according to need
- v) Any other

If no, what are the reasons Yes No

- i) Expensive
- ii) Inappropriate size
- iii) Poor stitching
- iv) Dress material is not good
- v) Any other

b) Tailor made Yes No

If yes, what are the reasons

- i) According to size
- ii) Design according to need/requirement

- iii) Design according to choice
- iv) Time saving
- v) Dress material according to choice
- vi) Any other

If no, what are the reasons.                      Yes                      No

- i) Stitching is expensive
- ii) Time wasting as tailors delay the delivery
- iii) Tailor do not make the design accordingly
- iv) Fancy designing is difficult
- v) Any other

c) Home made.    Yes                      No

If yes, what are the reasons.                      Yes                      No

- i) Money saving
- ii) Utilization of free time
- iii) Design according to choice
- iv) Size according to need
- v) Modifications can be done accordingly
- vi) Any other

If no, what are the reasons.                      Yes                      No

- i) Time consuming
- ii) Risk of wasting the cloth
- iii) Child does not like
- iv) More expensive
- v) Do not know stitching
- vi) Any other

19. Which points do you consider while buying the garments/fabrics for your child

- |  | <u>While buying the garment</u> |    | <u>While buying the fabric</u> |    |
|--|---------------------------------|----|--------------------------------|----|
|  | Yes                             | No | Yes                            | No |
| i) Comfort                                     |                                 |    |                                |    |
| ii) Appealing design                           |                                 |    |                                |    |
| iii) Cost                                      |                                 |    |                                |    |
| iv) Fashion                                    |                                 |    |                                |    |
| v) Child interest or preference                |                                 |    |                                |    |
| vi) Dress with self help features              |                                 |    |                                |    |
| vii) Material according to season and occasion |                                 |    |                                |    |
| viii) Any other                                |                                 |    |                                |    |



5) Difficulty in operating the openings

- i) Centre front opening
- ii) Back opening
- iii) Shoulder opening
- iv) Side opening
- v) Any other

C. What are the reasons for not being able to dress up independently

Yes No

- i) Lack of mental ability of child
- ii) Problem due to physical deformity
- iii) Lack of training
- iv) Child not interested
- v) Any other

21. Do you think that specially designed garments should be constructed for mentally retarded children

Yes No

If yes, what are the reasons

Yes No

- i) To solve the dressing problem
- ii) To provide more comfort
- iii) To make the child self independent with self help features
- iv) To make the child socially acceptable
- v) To enhance the personality
- vi) Any other

If No, what are the reasons

Yes No

- i) Garments will be costly
- ii) Lack of knowledge about specially designed garments
- iii) It may make the child socially unacceptable
- iv) It may lead to the development of inferiority complex in the child
- v) Child may not accept
- vi) Any other

22. What special features should be added in your child's garment.

1) Openings Yes No

- i) Full central front opening
- ii) Half central front opening
- iii) Opening at shoulder
- iv) Without any opening

2) Fasteners Yes No

- i) Use of zipper instead of series of buttons
- ii) Use of elastic at waist for proper hold
- iii) Use of velcro tape
- iv) Any other

23. What you think about the future of your child ?

24. What are the additional suggestions for designing of dresses for your child ?

PART - B

## 1. Child's preference regarding the different garments she uses -

	Yes	No
Upper garment		
Undershirt		
Kurta		
Kameez		
Frock		
Top		
T.shirt		
Any other		
Lower garment		
Panty		
Salwar		
Churidar		
Skirt		
Pant		
Divided skirt		
Pyjama		
Any other		

## 2. Child's preference regarding color, print and texture.

a) Color	Yes	No
i) Child has color concept		
ii) Child has liking for any particular color		
iii) Liking for different colors		
Red		
Green		
White		
Blue		
Orange		
Black		
Yellow		
Violet		
Grey		

b) Print/motif -

Liking for different prints/motifs

- i) bold prints
- ii) small prints
- iii) floral prints
- iv) dotted print
- v) line print
- vi) baby print
- vii) check print
- viii) animal/bird print

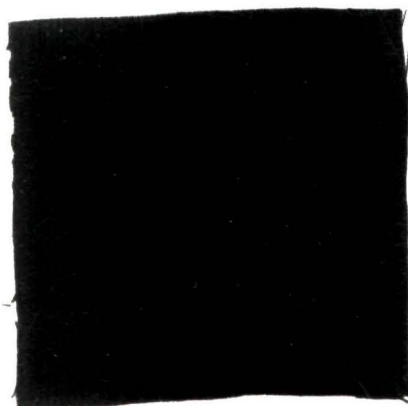
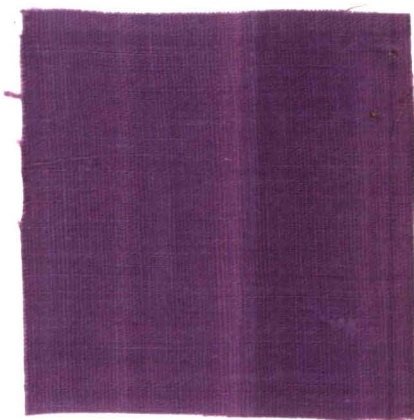
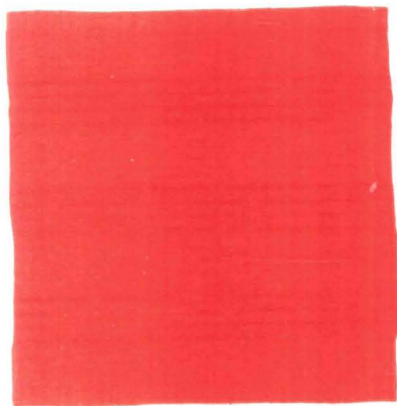
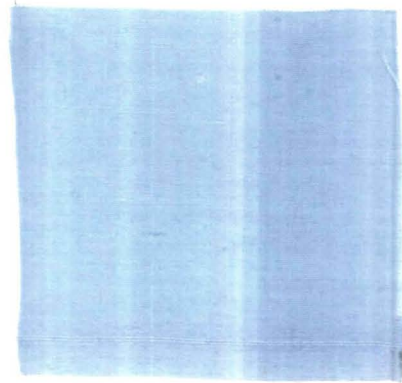
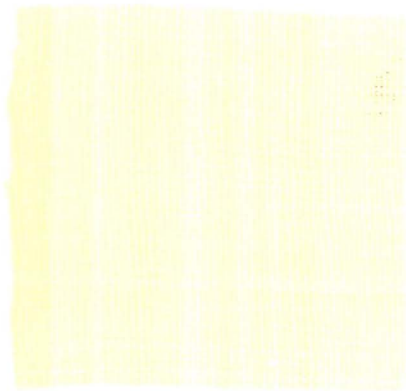
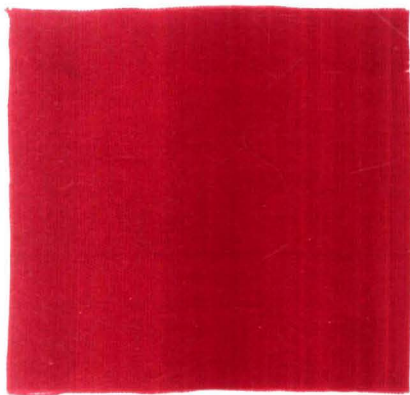
c) Texture -

Liking for different textures

- i) shiny texture
- ii) dull texture
- iii) smooth texture
- iv) rough/harsh texture

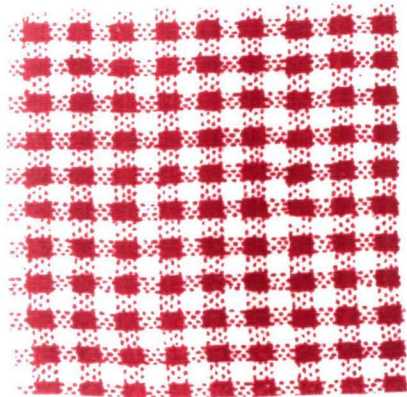
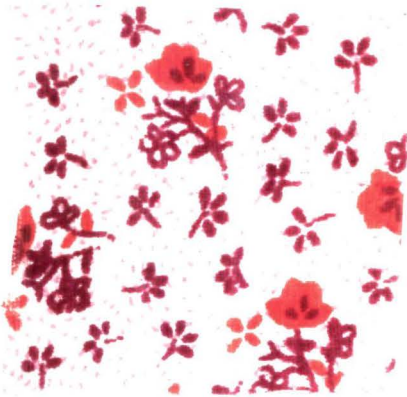
# APPENDIX - 2

## COLOR CHART



# APPENDIX - 3

## PRINT CHART



# APPENDIX - 4

## TEXTURE CHART

