

Parental Attitudes Towards Nonhandicapped Children : A research of our short form of the QRS

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Since 1974, Holroyd's Questionnaire on Resources and Stress (QRS) has been used to measure differences pertinent to parents caring for handicapped children.

Holroyd administered the QRS to evaluate the effects of emotionally disturbed, mentally retarded, and chronically ill children on the family.¹⁾²⁾³⁾⁴⁾ Also, she made a short questionnaire, which consisted of an 11 scale, 66 item version of the QRS.⁵⁾

The QRS has been used in the United States,⁶⁾ and England.⁷⁾ There have been two other short forms of the QRS.⁸⁾⁹⁾

In Japan, we translated the QRS into Japanese, and used it to measure stress of parents who reared autistic, mentally retarded, crippled, or blind children.¹⁰⁾¹¹⁾¹²⁾ We also made a short form of the QRS.¹³⁾

In this study, we used our short form of the QRS, and planned to measure the responses of parents who reared nonhandicapped children.

Methods

a Our Short Form of the QRS

We made a short form of 11 five item scales which contained 49 Holroyd's original items of the QRS and 6 newly added items created by the authors. This short form were divided into three broad categories, the same as the QRS: *parent problems*, *family problems*, and *child problems*.

In *parent problems*, there are five scales: *Mother's Affliction* (Scale 1); *Pessimism about Child Development* (Scale 2); *Overprotection/ Dependency* (Scale 3); *Anxiety for the Future of Index Case* (Scale 4); and *Social Isolation* (Scale 5).

In *family problems*, there are three scales: *Burden for Members of the Family* (Scale 6); *Financial Problems* (Scale 7); and *Lack of Family Integration* (Scale 8).

In *child problems*, there are three scales: *Intellectual Incapacitation* (Scale 9); *Physical Incapacitation* (Scale 10); and *Need for the Care of the Child* (Scale 11).

In regard to method of scoring, we gave one point for each item answered in the indicated direction. Thus, the maximum number of points per scale is five points.

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Table 1 Sample Characteristics

		Nursery School-Kindergarten			Primary School							
		A ^a	B ^a	C ^a	D ^b	E ^b	F ^b	G ^b	H ^b	I ^b	J ^a	
C h i l d r e n	Number	85	76	123	80	128	35	15	23	49	48	
	Sex											
	•	1	0	3	1	0	1	2	2	2	0	
	Male	46	38	55	43	69	21	4	10	21	20	
	Female	38	38	65	36	59	13	9	11	26	28	
	Class											
	•	0	0	0	0	0	0	0	1	0	0	
	Preschool	85	76	123	0	0	0	0	0	0	0	
	S c h o o l	1—2 grades	0	0	0	25	28	35	0	22	0	18
		3—4 grades	0	0	0	33	43	0	0	0	49	16
5—6 grades		0	0	0	22	57	0	15	0	0	14	
P a r e n t s	Sex											
	•	5	3	1	1	12	1	2	4	2	2	
	Male	5	7	8	15	18	3	4	1	10	7	
	Female	75	66	114	64	98	31	9	18	37	39	
	Age											
	•	22	18	18	0	22	5	4	9	7	6	
	20—29	8	9	11	11	4	4	0	1	0	0	
	30—39	52	47	87	54	75	26	6	13	31	29	
40—49	3	2	7	14	23	0	3	0	10	11		
50—	0	0	0	1	4	0	2	0	1	2		

A : Chidori Nursery School

C : Uchinakabara Kindergarten

E : Primary Schools of Kanoashi County

G : Nakano Primary School

I : Saigo Primary School

B : Ninjinkata Nursery School

D : Higashisusa Primary School

F : Shobara Primary School

H : Urago Primary School

J : Shimane University Attached Primary School

a : Schools located in urban areas

b : Schools located in rural areas

• : not identified numbers

b Subjects

In 1983, we asked the principals of several primary schools— Higashisaji Primary School, Schools of Kanoashi County, Shobara Primary School, Nakano Primary School, Urago Primary School, and Saigo Primary School—to give parents our short form of the QRS. 330 parental questionnaires were returned.

In 1984, we asked one director of a kindergarten (Uchinakabara Kindergarten), two directors of nursery schools (Ninjinkata Nursery School and Chidori Nursery School), and one principal of a primary school (Shimane University Attached Primary School) to replicate our study. 332 parental questionnaires were returned. Thus, we had 662 questionnaires of parents who brought up nonhandicapped children (Table 1).

There were 10 schools included in this study: two nursery schools, one kindergarten and seven primary schools. Of these 10 schools, four schools were located in urban areas, and six schools were in rural areas.

Of 662 children, 327 were boys and 323 were girls. Information concerning 12 children in regard to their sex was not provided. There were 284 preschool class children, 128 1-2 grades children, 141 3-4 grades children, 108 5-6 grades children. Information concerning one child in regard to the grade level was not provided.

Of 662 parents, 78 were fathers, 551 were mothers. 33 parents did not identify their sex. In regard to their age, 48 were 20-29 years old, 420 were 30-39 years old, 73 were 40-49 years old, 10 were 50 and over. The ages of 111 parents were not provided.

Results

a Responses Scores of 55 Items

Our short form requested parents to check one of four answers for each item; *true*, *false*, *neither*, *not apply*.

Response scores meant the percentage of the answers agreeing with items when scoring directions were true, or the answers disagreeing with items when scoring directions were false. The response scores of items of the 662 questionnaires are displayed in Table 2.

b Mean Values and Standard Deviations of 11 Scales

Table 3 shows the mean values and standard deviations of 11 scales of the 662 parents of nonhandicapped children.

We divided the 662 parents into the following subgroups: (1) parents whose children went to schools located in urban areas and parents whose children went to schools located in rural areas; (2) parents of boys and parents of girls; (3) parents of preschool children, those of 1-2 grades children, those of 3-4 grades children, and those of 5-6 grades children; (4) mothers and fathers; (5) parents of 20-29 years old, those of 30-39 years old, those of 40-49 years old. Then, we compared the responses of the 11 scales for each

Table 2 Response Scores of 55 Items

Holroyd's Item Number	Question	Scoring Direction	Response Scores
	Scale 1		
278	I am worried much of the time.	T	16.7
127	Sometimes I want to get away from the house.	T	22.9
128	I get upset with the way my life is going.	T	13.2
180	If I were healthier, it would be easier to care for_____.	T	8.4
226	Outside activities would be easier without_____.	T	4.3
	Scale 2		
215	In the future_____will be more able to help himself/herself.	F	1.3
84	As the time passes I think it will take more and more to care for_____.	T	4.2
49	I think in the future_____will take up more and more of my time.	T	4.8
219	_____cannot get any better.	T	1.0
—	_____has not developed well.	T	4.2
	Scale 3		
22	_____is a very capable, will functioning person.	F	25.9
133	_____doesn't do as much as he/she be able to do.	T	16.3
214	_____wants to do things for himself/herself.	F	6.1
218	The constant demands to care for_____limits my growth and development.	T	3.3
82	I tend to do things for_____that he/she can do himself/herself.	T	28.2
	Scale 4		
36	Thinking about the future makes me sad.	T	4.2
98	It bothers me that_____will always be this way.	T	8.6
222	I feel sad when I think of_____.	T	3.4
266	_____will always be a problem to us.	T	3.9
48	I worry about what will happen to_____when I can no longer take care of him/her.	T	16.6
	Scale 5		
95	Just taking about my problems with close friends make life easier.	F	21.9
113	Some freinds are very helpful to_____.	F	19.0
191	I am not embarrassed when others question me about_____s condition.	F	12.2
159	Caring for_____gives me a feeling of worth.	F	4.9
—	All people are warm-hearted.	F	17.3
	Scale 6		
32	Other members of the family have to do without things because of_____.	T	5.4
67	In the future our family's social life will suffer because of increased responsibilities and financial pressure.	T	23.4
33	_____s problems or illness do not stand in the way of our family progress.	F	1.0
111	Caring for_____has been a financial burden for our family.	T	3.3
—	_____is cared for equally by all members of our family.	F	43.0
	Scale 7		
156	Our family income is average.	F	21.7
194	Our family has managed to save money or make investment.	F	33.5
199	We can not afford luxuries.	T	34.1
195	We own our own home.	F	30.0
—	Carring for_____costs much money.	T	3.9
	Scale 8		
143	_____is accepted by other members of the family.	F	1.5
10	Members of our family praise each other's accomplishments.	F	8.7
121	The family does as many things together now as we ever did.	F	6.9
118	We are happy with_____s growth.	F	0.6
—	Everyone in our family agrees.	F	9.6
	Scale 9		
225	_____accepts himself/herself as a person.	F	6.6
123	_____gets along very will with others.	F	8.9
267	_____is able to express his/her feelings to others.	F	9.8
122	_____knows his/her own adress.	F	12.6
281	One of the things I appreciate about_____is his/her sensitivity to others.	F	7.1
	Scale 10		
272	_____can walk without help.	F	2.5
269	_____still has to use a diaper.	T	1.2
265	_____can ride a bus.	F	35.4
201	_____is able to go to the bathroom alone.	F	1.2
273	_____needs help in the bathroom.	T	10.5
	Scale 11		
34	When others are around_____I can not relax : I am always on guard.	T	2.7
93	I feel that I must protect_____from the other children.	T	5.5
115	_____will not do something for himself/herself if he/she knows someone will do it for him/her.	T	11.6
172	_____can't pay attention very long.	T	25.0
—	_____is dear to me.	F	0.4

Table 3 Mean Values and Standard Deviations

	Scale	M	SD
Parent Problems			
Mother's Affliction	1	0.80	0.95
Pessimism about Child Development	2	0.76	0.93
Overprotection/Dependency	3	0.67	0.98
Anxiety for the Future of Index Case	4	0.14	0.42
Social Isolation	5	0.36	0.72
Family Problems			
Burden for Members of the Family	6	0.27	0.58
Financial Problems	7	0.76	0.82
Lack of Family Integration	8	1.24	1.07
Child Problems			
Intellectual Incapacitation	9	0.45	0.72
Physical Incapacitation	10	0.51	0.69
Need for the Care of Index Case	11	0.45	0.68

M : Mean Values SD : Standard Deviations

Table 4 Urban/Rural Differences

Scale	Parents who's children went to				t
	Urban Schools		Rural Schools		
	332		330		
	M	SD	M	SD	
1	0.66	0.85	0.93	1.02	3.50***
7	0.83	0.81	0.69	0.83	2.13*
8	1.35	1.07	1.13	1.07	2.59**
10	0.78	0.75	0.23	0.50	10.98***
11	0.39	0.63	0.50	0.72	2.04*

M : Mean Values SD : Standard Deviations

* : P<0.05 ** : P<0.01 *** : P<0.001

group.

First, we compared the 11 scales between the urban group and the rural group. As can be seen from Table 4, *Mother's Affliction*, *Financial Problems*, *Lack of Family Integration*, *Physical Incapacitation*, *Need for the Care of Index Case* showed us statistically significant differences.

Next, we examined differences pertinent to sex and class of children. Only *Need for the Care of Index Case* produced a significant difference between parents of boys and parents of girls (Table 5). *Mother's Affliction*, *Financial Problems*, *Lack of Family Integration*, *Physical Incapacitation* produced differences pertinent to class of chil-

Table 5 Boys/Girls Differences

Scale	Parents of				t
	Boys		Girls		
	327		323		
	M	SD	M	SD	
11	0.50	0.08	0.39	0.67	2.09*

M : Mean Valeus SD : Standard Deviations

* : P<0.05

dren (Table 6). We classified the mean values of those 4 scales according to Duncan's Multiple Range test, the results of which are given in Figure 1.

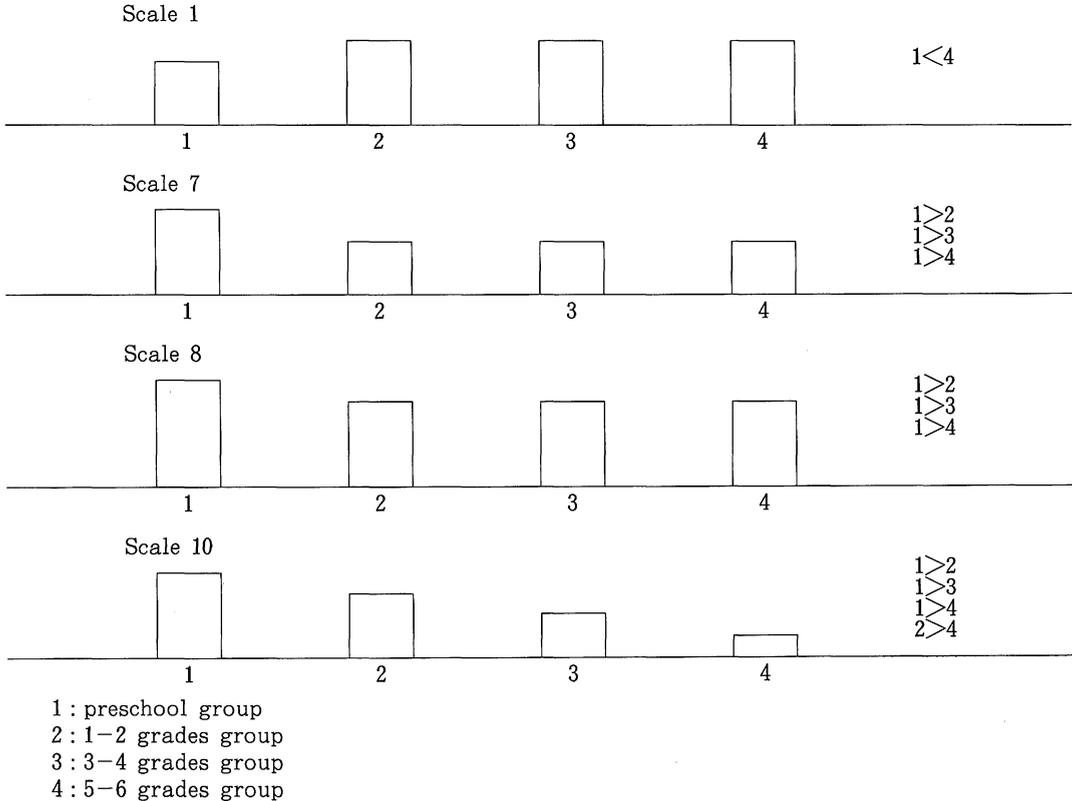
Last, we examined differences pertinent to sex and age of parents. *Lack of Family Integration* and *Physical Incapacitation* produced differences between fathers and mothers

Table 6 Differences pertinent to Class of Children

Scale	Parents of								F
	Preschool Children		School Children						
			1-2 grades		3-4 grades		5-6 grades		
	284		128		141		108		
	M	SD	M	SD	M	SD	M	SD	
1	0.67	0.85	0.90	0.99	0.87	1.04	0.93	0.99	3.06*
7	0.91	0.81	0.64	0.74	0.68	0.93	0.64	0.77	4.87**
8	1.43	1.04	1.01	1.04	1.15	1.11	1.12	1.06	5.81***
10	0.90	0.73	0.29	0.55	0.21	0.50	0.12	0.35	68.83***

M : Mean Values SD : Standard Deviations
 * : P<0.05 ** : P<0.01 *** : P<0.001

Figure 1 Mean Values of 4 Groups pertinent Class of Childen and Comparision of Duncan's Multiple Range Test



(Table 7). And, only *Physical Incapacitation* produced differences pertinent to age of parents (Table 8). We again classified the mean values of this scale according to Duncan's Multiple Range test, the results of which are given in Figure 2.

Table 7 Fathers/Mothers Differences

Scale	Parent		Fathers		Mothers		t
	N	78		551			
		M	SD	M	SD		
8		1.63	1.20	1.17	1.04	3.53***	
10		0.27	0.55	0.54	0.70	3.14**	

M : Mean Values SD : Standard Deviations

** : P<0.01 *** : P<0.001

Figure 2 Mean Values of 3 Groups pertinent Age of Parents and Comparison of Duncan's Multiple Range Test

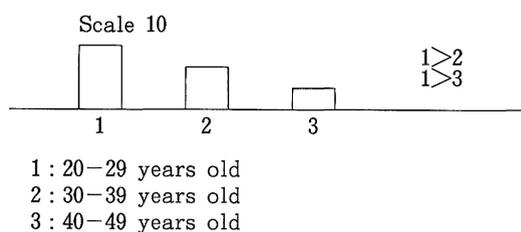


Table 8 Differences pertinent Age of Parents

Scale	Parents of						F
	20-29		30-39		40-49		
	N		420		78		
	M	SD	M	SD	M	SD	
10	0.71	0.68	0.51	0.68	0.22	0.50	7.41***

M : Mean Values SD : Standard Deviations

*** : P<0.001

Discussion

To care for the child is a rich and satisfying job for most parents. But, there are also many difficulties.

In this study, we tried to examine burdens of parents with nonhandicapped children. Table 2 shows the response scores of the 662 parents included in this study. In a previous study, we examined the response scores of 236 mothers of handicapped children. We also compared the response scores of 49 items between parents of nonhandicapped children and mothers of handicapped children (Table 9).

The former showed lower scores of 46 items than the latter (43 items indicate significant differences). But, of 3 items, the consequences were reverse. The former showed higher stress than the latter (2 items pointed out significant differences).

As to the 11 scales of all 662 parental questionnaires included in this study, we examined school differences, sex and class differences of children and sex and age differences of parents. We summarize those differences in Table 10.

There were 5 scales which produced statistically significant differences between the urban school group and the rural school group. Parents whose children attended urban schools, showed lower scores of *Mother's Affliction* and *Need for the Care of Index Case* than parents whose children attended to rural schools. The former showed higher

Table 9 Response Scores of 55 Items : Parents of Nonhandicapped Children vs. Mothers of Handicapped Children

	Response Scores			Response Scores			Response Scores		
	NH	H		NH	H		NH	H	
N	662	236	N	662	236	N	662	236	
Scale 1			Scale 5			Scale 9			
278	16.7	24.2	95	21.9	25.8	b	225	6.6	73.0
127	22.9	15.4	a	113	19.0	49.4	123	8.9	39.7
128	13.2	27.5	191	12.2	25.2	267	9.8	26.5	
180	8.4	22.5	159	4.9	20.0	122	12.6	24.7	
226	4.3	29.9	—	17.3		281	7.1	32.3	
Scale 2			Scale 6			Scale 10			
215	1.3	9.0	32	5.4	25.6	b	272	2.5	17.9
84	4.2	14.1	67	23.4	23.7	269	1.2	13.6	
49	4.8	16.9	33	1.0	88.6	265	35.4	25.5	
219	1.0	14.9	111	3.3	15.8	201	1.2	11.9	
—	4.2	—	—	43.0		273	10.5	26.4	
Scale 3			Scale 7			Scale 11			
22	25.9	30.5	b	156	21.7	72.3	34	2.7	26.3
133	16.3	26.4	194	33.5	65.8	93	5.5	44.7	
214	6.1	23.9	199	34.1	50.6	115	11.6	27.2	
218	3.3	13.2	195	30.0	70.9	172	25.0	55.7	
82	28.2	48.7	—	3.9		—	0.4		
Scale 4			Scale 8						
36	4.2	53.4	143	1.5	4.3				
98	8.6	63.0	10	8.7	14.3				
222	3.4	56.8	121	6.9	6.4	ab			
266	3.9	37.9	118	0.6	30.2				
48	16.6	67.2	—	9.6	—				

NH : Parents of nonhandicapped children a : Items of NH>H
 H : Mothers of handicapped children b : Items showing no significant differences

scores of *Financial Problems*, *Lack of Family Integration*, and *Physical Incapacitation* than the latter.

However, those differences are influenced by the children's age factor. Because (1) all of preschool children went to urban schools, (2) almost all (330/378) of school children went to rural schools, (3) urban/rural differences and preschool class/school class differences produced similar tendencies. (see Figure 1 and Table 10)

We compared the 11 scales between parents of boys and parents of girls. Parents of boys showed a higher score of *Need for the Care of Index Case* than parents of girls. Then, we compared the 11 scales among 4 groups of parents divided according to class of children. As we can see from Table 6 and Figure 1, three parental groups of school children showed like scores, and there were differences of *Mother's Affliction*, *Financial Problems*, *Lack of Family Integration*, *Physical Incapacitation* between parents of preschool children and parents of school children. *Financial Problems*, *Lack of Family Integration*,

Table 10 Subgroup Breakdowns and Scales Showing Significant Differences

Scale	Children			Parents	
	School	Sex	Class	Sex	Age
1	***Urban<Rural Schools		* 1<4		
2					
3					
4					
5					
6					
7	*Urban>Rural Schools		1>2 ** 1>3 1>4		
8	**Urban>Rural Schools		1>2 *** 1>3 1>4	**Fathers>Mothers	
9					
10	***Urban>Rural Schools		1>2 1>3 *** 1>4 2>4	**Fathers<Mothers	*** 1>2 1>3
11	*Urban<Rural Schools	*Boys>Girls			

* : P<0.05 Class 1 : Preschool Age 1 : 20-29 years old
 ** : P<0.01 2 : 1-2 grades 2 : 30-39 years old
 *** : P<0.001 3 : 3-4 grades 3 : 40-49 years old
 4 : 5-6 grades

Physical Incapacitation of parents of preschool children showed higher scores than those of parents of school children. *Mother's Affliction* of parents of preschool children showed a lower score than that of parents of children in grades 5-6.

As to the sex difference of parents, fathers produced a higher score of *Lack of Family Integration* than mothers. And, fathers produced a lower score of *Physical Incapacitation* than mothers.

As we can see from Table 8 and Figure 2, it was only *Physical Incapacitation* that showed us differences among 3 groups of parents divided according to their age. On this scale, parents who were older, produced scores which were lower.

According to such subgroup breakdowns, *Mother's Affliction*, *Financial Problems*, *Lack of Family Integration*, *Physical Incapacitation*, *Need for the Care of Index Case* produced differences, and *Pessimism about Child Development*, *Overprotection/Dependency*, *Anxiety for the Future of Index Case*, *Social Isolation*, *Burden for Members of the Family*, and *Intellectual Incapacitation* produced no differences.

Summary

In this study, we investigated attitudes of parents who reared nonhandicapped children, using our short form of the QRS. We compared 49 items between parents of nonhandicapped children and mothers of handicapped children. Within those 49 items, parents of nonhandicapped children produced lower scores on 46 items than mothers of handicapped children. The former produced higher scores on only 3 items than the latter.

Next, we classified parents of nonhandicapped children into subgroups as follows: parents whose children attended urban schools/parents whose children attended rural schools; parents of boys/parents of girls; parents of preschool children/parents of 1-2 grades children/parents of 3-4 grades children/parents of 5-6 grades children; fathers/mothers; parents 20-29 years of age/parents 30-39 years of age/parents 40-49 years of age. We compared the 11 scales between each of them.

5 scales of those 11 scales (*Mother's Affliction*, *Financial Problems*, *Lack of Family Integration*, *Physical Incapacitation*, *Need for the Care of Index Case*) produced differences according to those breakdowns.

As to urban/rural differences, parents whose children went to urban schools produced higher scores of *Financial Problems*, *Lack of Family Integration* and *Physical Incapacitation* than parents whose children went to rural schools. Further, the former produced lower scores of *Mother's Affliction*, and *Need for the Care of Index Case* than the latter.

We also examined sex and class differences of the children. Parents of boys produced a higher score of *Need for Care of Index Case* than parents of girls. Parents of preschool-children produced a lower score of *Mother's Affliction* than parents of primary school children. And, the former produced higher scores of *Financial Problems*, *Lack of Family Integration*, *Physical Incapacitation* than the latter.

Further, we examined sex and age differences of parents. Fathers showed a higher score of *Financial Problems* than mothers. And, fathers showed a lower score of *Physical Incapacitation* than mothers. Older parents responded lower on *Physical Incapacitation*.

Finally, six scales (*Pessimism about Child Development*, *Overprotection/Dependency*, *Anxiety for the Future of Index Case*, *Social Isolation*, *Burden for Members of the Family*, *Intellectual Incapacitation*) produced no differences with regard to those subgroup classifications.

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