

**Notification No.:** F.No. COE/PhD/(Notification)/561/2024  
**Notification Date:** 24-06-2024

**Scholar's Name** : Mayank Tripathi  
**Supervisor's Name** : Dr. Mohd. Faijullah Khan  
**Department** : Department of TT&NFE (IASE)  
**Faculty** : Faculty of Education  
**University** : Jamia Millia Islamia, New Delhi, India  
**Research Topic** : Parents' and Teachers' Awareness about Maltreatment in Children with Disabilities and Available Psychosocial Support Services  
**Keywords** : Awareness Status, Maltreatment, Physical Abuse, Sexual Abuse, Emotional Abuse, Neglect, Parents, Pre-service Teachers, In-service Teachers, Psychosocial Support Services, Children with disabilities,

---

**Abstract:**

The present study investigated the parents' and teachers' awareness about maltreatment among children with disabilities and available psychosocial support services for them. The study aims to achieve several objectives, including exploring parents' awareness of maltreatment in children with disabilities, assessing the awareness of in-service teachers on the same issue, examining the awareness of pre-service teachers regarding maltreatment in children with disabilities, scrutinizing parents' awareness of available psychosocial support services for maltreated children with disabilities, evaluating in-service teachers' awareness of available psychosocial support services for maltreated children with disabilities, and appraising pre-service teachers' awareness of available psychosocial support services for maltreated children with disabilities.

This research adopts a descriptive methodology to achieve its objectives, focusing on understanding the awareness levels of parents and teachers regarding maltreatment among children with disabilities and the availability of psychosocial support services for this demographic. The study employs a self-administered item

inventory as its primary data collection tool, designed to capture insights from diverse populations, including parents and educators from various educational contexts in Delhi, encompassing private, governmental, special, and inclusive schools. The targeted population comprises Pre-Service teachers (B.Ed. and M.Ed. students), In-Service teachers currently employed in schools within the National Capital Territory of Delhi (NCTD), and Parents (Employed, Self-employed, and Unemployed). Purposive sampling is utilized to select participants, resulting in a total sample size of 120 respondents, including 40 Parents, 40 Pre-Service Teachers, and 40 In-Service Teachers from NCTD. The data interpretation is based on a finalized tool consisting of 48 items, determined through a rigorous process of validation and reliability testing. The Likert scale, with categories such as Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, is employed to assess awareness levels. The inventory takes approximately 35–50 minutes for completion, with participants offered neutral assistance for any queries or clarifications during the process. The data was analysed quantitatively. Quantitative analysis was done using statistical measures basically by mode score.

### **Findings of the Study:**

- Overall, it can be said that the findings of the study bears important implications. In summary, the study's findings carry significant implications, revealing distinct patterns of awareness among different participant groups. Parents demonstrated the highest overall awareness, as indicated by a mode score of 4, followed by in-service teachers with a mode score of 3, while pre-service teachers exhibited the lowest awareness levels with a mode score of 1 regarding maltreatment among children with disabilities and the availability of psychosocial support services. Notably, female participants across all groups displayed comparatively lower awareness than their male counterparts. Analysis of specific aspects of maltreatment awareness showed that basic/general issues were well-understood by all participants, but male participants from the parents and pre-service teachers groups had the lowest awareness. Awareness of physical maltreatment was moderate among in-service and pre-service teachers but low among parents, particularly females. Emotional maltreatment awareness was low among parents and in-service

groups but surprisingly high among pre-service teachers. Sexual maltreatment awareness varied, with parents showing moderate awareness and teachers displaying lower levels, except for exceptionally high awareness among male pre-service teachers. Neglect awareness was highest among teachers, both in-service and pre-service, while parents showed a lower level of awareness. Parents exhibited good awareness of available psychosocial support services, whereas pre-service teachers had the lowest awareness, and in-service teachers displayed a moderate level. Overall, there was a significant awareness gap among participant groups, with parents being the most informed, followed by in-service teachers and pre-service teachers displaying the lowest awareness levels regarding maltreatment and available psychosocial support services for children with disabilities.

### **Conclusion:**

The study aimed to investigate the status of awareness in terms of knowledge, understanding, and practice of parents and teachers regarding maltreatment among children with disabilities and available psychosocial support services for maltreated children with disabilities across society and educational systems in the National Capital Territory of Delhi. Most parents showed a very good level of awareness of related issues regarding child emotional abuse, emotional neglect, physical neglect, and exposure to violence. However, most teachers showed inconsistent and inadequate knowledge and understanding about physical abuse, sexual abuse, and statements related to general topics of child protection.