Teacher's Concept and its Relation to Temperament and Coping Strategies among Mentally Retarded Children

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Abstract

This study aimed at assesses the teachers' concept and its relation to temperament and coping strategies among mentally retarded children. A descriptive correlational design was utilized in this study. Convenient sample consisted of 130 mentally retarded children, their parents and 31 teachers was selected; who were presented at the schools of El- Tarbia- El- Fekria in Hahia and Zagazig city. Tools for data collection were-, Socio-demographic data sheet, the teachers' Temperament Questionnaire (TTQ), the teachers' concept of the mental retardation, and The Coping Ability in Children. The results revealed that Temperament increased with increasing coping abilities, Children coping score had positive significant correlations with children IQ, No statistically significant associations between teachers' concept and coping and temperament. It was concluded that when IQ of those children was high, the coping abilities increased. The study recommended that the teachers should continuously observe and evaluate the children to recognize the temperament and coping abilities in the class. Building positive relationship and deal with children by love, sympathy, empathy and caring.

Keywords: Mental retardation, temperament, coping, teachers concept.