

SUMMARY

Mental retardation is the most common developmental disability in Egypt as it constitutes 73% of all types of handicaps (*El-Sheriff, 1997*) and recently much care focused up on mental retardation due to increasing conviction that the mental retarded child like other member of the society, has the right to live and grow as much as their abilities allow them to develop. They should be developed an utilized to the utmost instead of looking of them as an economical burden on their society (*Hassen, 1997*).

Aim of the study

These study aimed to study the impact of the family environment on the school achievement of the mental retarded child and to put recommendation to up graded family environment.

Material and Methods

The sample was chosen from mental retarded school age and consisted of 100 mentally retarded children and their families from governmental schools in El-Tarbeya El Fekreya-Benha and El-Tarbeya El-Fekreya-Shoubra El-Khema.

Tool for data collection which consists of 6 parts:

- 1- Socio demographic questionnair.
- 2- Family knowledge about mental retardation.
- 3- Family and Child practice toward daily living activities.
- 4- Measurement of coping and family adjustment.
- 5- Mental retarded child scholastic achievement as reported by teacher.
- 6- Mental retarded child cognitive abilities.

The finding of the study can be summarized as follow:

According to biosocial characteristics of mental retarded children and their families.

The findings showed that the majority of children in this study sample were more than 12 years while 13% only of mental retarded children were more than 12 years. The majority of children were male and they were scholars and less than half of mental retarded child were the first and third in order in relations to other siblings more than two thirds of mental retarded children were free from any signs related to mental retardation. While the majority of children live with their families and in urban areas. More than half of children were in preparatory school class. The findings of this study revealed that there was a significant correlation between retarded child and residence and there was no significant relationship between residence ad family size and also no significant correlation between residence and scholastic achievement and cognitive abilities of mental retarded child. Also there was no significant correlation between child order and family adjustment.

In relation to families of mental retarded child more than half of guardians were between 30-40 years old. The most of guardians were males, and less than half of parents were illiterate while nearly less one fourth were read and write and secondary school while least percents were highly educated and less than half were manual workers. The study found that there was highly significant relationship between family adjustment and education and occupation of guardian the majority of mother was illiterate the study findings there were significant relationship between family adjustment and family in come and social status scores.

As regard family knowledge of mental retardation the study findings showed that less than two third of families answers of the

questions "what are the kind of care which the mental retarded child needs" were right and incomplete answer which mean the family need to raise their knowledge about mental handicap to have more positive attitude toward their child.

As regard family and child of daily living activity that there a significant correlation between family adjustment and family and child parctice of daily living activities and scholastic achievement.

In relation to family interaction patterns of social adaptation and psychosocial adaptation the sum of scores have proved that more than half the families showed positive attitude toward adjustment which was clear in the majority of the families (62%) of family accept the presence of mental retarded child for doing any mistakes.

Concerning to school achievement and cognitive abilities of mental retarded child the study revealed that there was a significant correlation between family adjustment and family and child and of daily living activities to both scholastic achivement and cognitive abilities of mental retarded child.