

## The Attitudes of Children towards Their Disabled Parents and Their Relationship with Some Variables

**Prof. Mohammad Abdul Salam Al-Bawaleez**

Special education, Department of Social and Educational Sciences, Karak University  
College, Al-Balqa Applied University, Jordan

Dr.bawaleez@bau.edu.jo

Received: 16- February -2023

Revised: 21- March -2023

Accepted:12-April-2023

### **Abstract:**

This attitudes children towards their disabled parents and the relationship of that with the variables of gender and disability type. The study instrument was applied after verifying its validity and reliability. The study sample consisted of (47) boys and girls of parents with sensory and physical disability The results revealed that the results of children were positive. The results also gender type of disability. The recommended the necessity of conducting further studies concerning psychological adaptation and marital adjustment among the families with a disabled parent.

**Keywords:** Attitudes, children, disabled.

### **Introduction:**

Attitudes have an important role in determining the individuals' behavior towards each other, since they affect their perception of the situations and events that relate them with others and their judgment about those situations. They also affect efficiency and motivation to do a certain thing (Al-Ma'aitah, 2007). The positive attitudes among individuals towards a certain phenomenon is related to advocating all the matters pertaining to that phenomenon in all the domains which is positively reflected on their behaviors that are characterized by advocating their ideas about the specified phenomenon and calling others to support it (Al-Mahameed, 2003).

The negative attitudes among individuals towards a certain phenomenon are characterized by rejecting all the matters pertaining to that phenomenon which is reflected on their behaviors in terms of refuting it and calling others to refuse it (Omar, 1990).

Since attitudes have this importance in affecting the interaction among individuals, they will have more importance when this interaction is directed towards those with disability, where attitudes affect the nature of interaction with them as well as accepting or not accepting them. Since attitudes are one of the basic determinants of behavior, the expected behavior patterns from others towards them are affected considerably by the prevailing attitudes towards them by the normal individuals, where that affects the available opportunities among disabled individuals in terms of interacting with the community and its available institutions (Jad Allah, 2001).

Attitudes consist of the emotional component, which refers to the inclination and response towards a certain topic, in terms of assessing it either positively or negatively. This component is based on the evaluative emotional response towards a certain stimulation or topic (Gharib, 1993). (Toffils, 1993) described the emotional side as the core of attitude, and the behavioral and cognitive components as additional branches of it. The individual is, firstly, inclined to a certain topic and loves it. After that the individual attempts to collect data about the topic to advocate the attitude: therefore, he behaves in a way that agrees with his feelings towards the topic. This component refers to the strength of emotions that are related to the human being feeling about the attitude's topic which, in turn, forms the emotional power that accompanies the individual's thinking about the attitude's topic, and that distinguishes the individual from others, in terms of adopting a positive or a negative attitude.

The cognitive component refers to the intellectual processes relating to the pattern of the individual's thinking about the attitude's topic, which are based on what the individual thinks concerning the system of beliefs, and his perspectives related to past experiences about the matters stimulating this topic. It includes the elements of

knowledge and experience that accumulated for the individual during his interaction with the elements of the surrounding environment, including the perceptions and concepts that are perceived sensibly and perceptually. Beliefs are the set of the formulated concepts that are fixed in the psychological and intellectual content for the individual, while the expectations are the individual's ability to predict what others may do (Al-Mahameed, 2003). Finally, the behavioral component refers to the procedural steps that are related to the individual's behavior towards the attitude's topic; indicating the acceptance or rejection it based on his thinking about the topic and the emotional sensibility concerning it. Therefore, the behavioral component is considered as the final outcome of the individual's thinking and emotions (Al-Ma'aitah, 2007).

Recognizing the individuals' attitudes towards disability, either as positive or negative attitudes, is related to making several decisions about disability and disabled individuals based on those attitudes. The importance of identifying the individuals' attitudes towards disability lies in the following: promoting the programs related to behavioral modification, developing the family counseling and educational programs for the parents of the disabled individuals, changing the negative attitudes towards disability among individuals, providing education related to modifying erroneous concepts and attitudes about some types of disability and identifying the services and legislations that the society could suggest about the different categories of disability (Ta'ima and Al-Batesh, 1984).

(Abu Mostafa, 2000) suggested that taking care of the disabled individuals in order to achieve the principle of equality between all the normal and disabled individuals is an important need, in that each person will take part in building the community based on his/ her capabilities.

Attitude is affected by a number of factors and experiences to which the individual or group is exposed, where the physical, mental, emotional and social factors often affect the formulation of attitudes. The importance of attitudes towards those with disability lies in the decisions made based on those attitudes either positively or negatively, in that the positive attitudes entail the following: psychological and social acceptance of disabled individuals, improving the social, educational, healthy and professional programs for the disabled individuals, conducting the relevant researches and studies, integrating the disabled students in public schools, preparing the appropriate staff for each of special education categories, and developing the appropriate measurement instruments for each of special education categories. However, negative attitudes entail decisions, such as rejection, isolation, denial and ignorance (Ta'ima and Al-Batesh, 1984).

The most important challenges that should be addressed are related to identifying the individuals' attitudes towards disability either as positive or negative; identifying attitudes entails many decisions relating to the development philosophy among those with disability. The positive attitudes towards the disabled individuals could provide the suitable atmosphere for planning, developing and improving the appropriate caring program, whereas the negative attitudes prevent the emergence of such programs (Al-Qamesh, 2011).

The successful social interaction within the single family establishes the bases of successful social interaction inside the social system as a whole. When the attitudes of the family network is positive towards the disabled individual, it will give an indication to supporting the independent behavior and self-independence. and will contribute to providing the individual with a number of life experiences and practices which will, in turn, help to constituting behavioral values and criteria that enhance social and personal adjustment (Al-Hadidi, 1998).

There are three resources for stressors to which the disabled individuals may be exposed: Frustrations: they result from the obstacles and situations that prevent the individual from achieving his acquired and biological needs, and can be either environmental or social. The environmental obstacles represent the physical limitations that the individuals experience in the environment where they live. whereas the social obstacles represent the social bias and negative attitudes towards the disabled individuals as well as excluding them from the different life activities practiced by normal individuals in the society. Social frustrations are more harmful for disabled individuals, since it prevents them from practicing their daily life, knowing that this type of social frustration is practiced implicitly and explicitly. Indeed, laws may address the rights of disabled individuals, but can't prevent the undeclared practices by the society individuals. Conflicts: they represent the resources of stressors to which the disabled individuals are exposed. The disabled individual may be obliged to restrict himself with life objectives that are related to the work will practice in the future due to the nature of his disability.

Social demands: these include the expectations and responses imposed by the community on the disabled individual. If those expectations are unrealistic or difficult to be achieved, they will increase the severity of psychological stressors among individuals and embarrass them. If the expectations are reasonable and can be achieved by the disabled individual, he will have more ability to adapt (Al- Hadidi and Al-Khateeb, 1996).

The most important factors affecting the development or deviance of personality is the mutual relationship between the individual and his environment. The incidence of disability isolates the individual from the other members of the surrounding environment and affects the way of dealing with the society individuals and the way by which they interact with him. The negative attitude by the individuals of the society makes the disabled person more stimulated and irritated. Furthermore, accepting those with disability based on the feelings of empathy would create a feeling of hatred towards the community and towards the requirements of social life. Accordingly, we should do our best to develop the personality of disabled individuals and enhance their ability to deal more effectively with normal people based on the realistic view of their disability (Al- Kobaisi, 2000).

Taking care of the disabled individuals is a human duty, and the disabled individual, regardless his disability, has inner powers that he invest these potentials positively; his capabilities and latent abilities can be stimulated when the disabled individual has a certain degree of self-actualization and a sense of those surrounding him. Moreover, disabled individuals should accept themselves and others, since the relationship between them and their environment represents one of the most important boundaries of personality (Al-Kobaisi, 2000). This finding also agreed with (Yousef, 1985), which revealed that the family has a considerable impact on the psychological state of those with disability and that the healthy family interaction as well as providing the requirements of adaptation inside the family lead to the individual's feeling of safety, tranquility and social and family adaptation. The individuals with disability should understand their personalities, behaviors and physical, social, psychological and educational requirements which differ from the normal people. These elements differ according to the type of disability, and the families should do their best to acquire them with the positive attitudes and skills which help the disabled individual to feel of his value in the family and community as well. Therefore, the family should have the ability to understand the nature of the disabled parent, their impact on his/her psychological state and needs, in addition to holding positive attitudes towards him/ her. The family's attitudes towards the individuals with disability in general and towards the disabled father in particular affect their behavior and determine the relationship with them; therefore, the disabled individuals would have the ability to make the suitable decisions in the situations that require self-confidence and help them in making relationships with the surrounding environment (Al-Kobaisi, 2000). The families that have coherence as well as psychological and educational awareness about caring and dealing with the disabled father will accept the father and understand his case better than the families that are characterized by conflicts among their individuals. Also, the positive attitude of children towards their disabled parents provides the children with a state of satisfaction and psychological adjustment. It is also considered as one of the important factors in developing the feeling of comfort, whereas the negative attitude of children towards their disabled parents would be reflected in a state of non-security and fear of the future (Salman, 1985).

### **Attitude in the light of disability**

#### **Attitudes towards those with visual disability:**

The social adjustment among the visually- impaired people is affected by the opportunities of available social interaction on the one hand and the degree to which the individual accept or adapt with his disability on the other hand. Social attitudes towards the visually-disabled individuals and the nature of training received by them are considered as basic factors in promoting the available social interaction opportunities. The attitudes prevailing about the visually-impaired individuals in the Western societies have contradictory results. The sighted people can hardly recognize those with visual-disability unless they have a more objective knowledge degree of their capabilities and potentials (Zoraiqat, 2003). (Al-Hadidi, 1998) suggested that growth among those with visual-disability doesn't differ from sighted individuals. We can say that they don't face emotional difficulties distinctive from others, and the emotional disorders that they experience are similar to those experienced by the sighted people with a difference based on the stressors to which the visually-impaired individuals may be exposed. Visual disability has a considerable role in determining self-concept and the degree of psychological adjustment. The visually-disabled individuals are more exposed to anxiety, especially during

the adolescence period due to the lack of clarity of social and professional future as well as the difficulties experienced in achieving a high degree of independence, to which teenagers usually seek (Sadeq. et al. 1986).

(Al-Hadidi, 1998) suggested that the attitudes of the community are determined in the light of the causes of disability, but the most important thing is related to the community's perception which seems to be one of the most influential factors and causes of disability. However, the increasing calls for providing services to the individuals with visual disability, in addition to the consequences of changing societal attitudes towards the visually-impaired individuals, those individuals became more acceptable than before, where more educational programs were activated, more improvement was made regarding the services provided to the visually-impaired and the governments adopted the tasks of reducing difficulties and providing more researches and financial resources (Al-Khateeb, 2004).

The attitudes towards those with hearing impairment:

The factors that hindered the processes of providing rehabilitation and educational services to hearing-impaired individuals in the Arab world are related to the erroneous concepts and benefits that individuals have towards a certain disability, such as hearing impairment or other types of impairment. Most of these expectations are not based on the accurate knowledge of the components of hearing disability, and thus negative attitudes are formulated towards them. The Case becomes more complicated by the stereotype hold by some of those suffering from hearing impairment, which represents another disability added to their original impairment: it prevents the (student-worker-employee) who suffer from disability from performing their role in the community to which they belong (Al- Khateeb, 1997). The problem of the hearing-impaired individual is the problem of the family as a whole; behind each special-needs individual, there is a special-needs family. where the family of the hearing-impaired individual experiences high levels of stressors and difficulties related to the disability (Obaid, 2000). There has been a variation among the scientific studies that addressed the concept of hearing-impaired individuals and the impact of hearing impairment on the social and personal development. This is due to its impact on the process of communication as well as the reactions and irrational attitudes towards the hearing-impaired individuals. However, there is a consensus among researchers that hearing impairment affects the following:

1. The level of social maturity: the level of social maturity among the hearing- impaired individuals is less than normal individuals or other individuals with disabilities.
2. Social interaction: social interactions of hearing-impaired individuals are limited due to the limited communication process between them and others.
3. Self-concept: generally, studies showed that hearing-impaired individuals underestimate themselves more than others.
4. Personality: the hearing-impaired individual sufferers from problems related to adaptation. He focuses on self and is characterized by impulsiveness; that is evident by the high percentages of emotional problems among the hearing-impaired individuals. Therefore, hearing impairment is one of the most severe and influential disabilities on the individual, since the individuals are isolated from others due to the barriers of speechlessness language is the first way through which people communicate in their daily life (general security, 1996).

(Obaid, 2000) suggested that hearing-impaired individuals suffer from serious problems, such as difficult communication, dependency, and low self-esteem as well as other forms of maladjustment. This entails recognizing those problems and the extent to which the disabled family is affected by them, in that those problems may exacerbate with the family's inability to adjust with disability and get a long with stressors. With no doubt, family structure has an important role in the emergence of problems for the hearing-impaired individuals and a significant role in overcoming them. In general, it is difficult to address the case of the hearing- impaired individuals in isolation from their families, which represent the first and major resource for taking care of them. Moreover, the success or failure of the hearing-impaired individual in social adjustment doesn't only relate to his characteristics, but also to the family structure which provides an important role in reducing the implications of disability.

### **Attitudes towards physical disability:**

Physical disability affects the social and psychological domains of the physically- impaired individual and his family. The extent of this impact depends on the type and severity of the disability and the individual's age at the time of injury, in addition to the family and societal conditions surrounding the individual. Also, the individual's family has an important role in reducing the suffering of the physically-impaired individual in case the family provided support and acceptance to the disabled individual. However, the individual's family would be a source of suffering in case it didn't provide the necessary support or didn't accept the disability (Al-Qarioti, 2001).

(Al-Hadidi and Al-Khateeb, 1996) suggested that after the individual suffers from kinetic disability, he will also suffer from psychological problems resulting from that disability represented by the feeling of fatigue, where the kinetic disability requires exerting more effort to compensate for the physical disability. He will also suffer from psychological effects resulting from the way his family deal with him and from his lost hope in depending on himself to earn his living. The psychological effects also result from the way other people deal and interact with him as well as the effects of using and controlling the compensatory equipment, in addition to inability to achieve muscular-kinetic synergy during motion, and the disintegration of the general physical appearance. Previous studies:

Many studies addressed the attitudes towards those with disability, such as the attitudes of parents, siblings, teachers and employers; however few studies addressed the attitudes of children. This part will address the studies related to those with disability in terms of their personal characteristics, their self-concept and the effects of family on them.

(Nateel and Wafa'I, 2007) conducted a study which aimed at investigating the personality traits of those suffering from hearing, visual and kinetic disabilities in the light of some variables, including gender, disability type, age, and educational qualification in (18) private institutions in the different governorates of Gaza. The study sample consisted of (577)disabled individuals. The results revealed the most important traits of the individuals of the three disabilities are related to independence, as well as the religious and social nature. The results showed that there are significant differences for the variable of gender in favor of the males with hearing-impairment, while there are no differences in characteristics between the three disabilities.

(Veronica, 2006) conducted a study that addressed the individuals with hearing- impairments in the state of Los Angeles, where the study addressed the services provided to those individuals and their families. The results revealed that the families of hearing-impaired individuals receive sufficient services, and that there is a barrier between those families and social workers due to the lack of information among those families concerning the nature of services that can be provided by such institutions and the lack of activities and programs that would establish connections and cooperation between those families and the work staff in those institutions. The results revealed the need to organize the families of the hearing-impaired individuals to develop their skills in dealing with their problems, investing the available resources and employing them well as well as linking those families with the suitable resources in the community in order to develop the necessary services to satisfy the needs of families and their hearing-impaired individuals.

(Kubba and Haytham, 2004) conducted a study which addressed the social and economic deprivation among the hearing-impaired individuals. The study results showed that the hearing-impaired individuals and their families need more

planning services in order to satisfy their social and economic needs and face the different types of deprivation experienced by the hearing-impaired childre. The study recommended the necessity of coordination between the institutions working in the field of taking care hearing-impaired individuals and their families as well as the necessity of involving the families of those individuals in planning care services as well as providing the families with the required skills and information to face the problems related to insuring care services for their children.

(Al-Madhoun, 2003) conducted a study which aimed at identifying the relationship between social support and psychological health among the individuals with kinetic disability in the governorate of Gaza and verify the role of social support in reducing anxiety, stress, shyness and depression which would, in turn, achieve social, vocational and family coherence among them. The study sample consisted of (140) kinetic-disabled individuals;

(76) males and (64) females. The results revealed that there are statistically significant differences in favor of the males in the dimension of social adjustment and in favor of females in the dimensions of self and family adjustment. The results showed that there are differences in favor of the males in all the dimensions of social adjustment. (Adekedick, 2002) conducted a study which aimed at identifying the attitudes of the parents with a mentally-disabled child towards mental disability in East Jerusalem as well as identifying the parents' attitudes in relation to satisfying the basic needs of the mentally-disabled child and the impact of a number of variables, including gender, educational qualification and the degree of disability.

The results revealed that there are statistically significant differences in the level of the attitudes towards the mentally-disabled child, which were distributed to three levels; the individuals in the high level (10.4%), the low level (12.7%), and the medium level (79.9%). The results revealed that there are statistically significant differences at (0.05) between males and females regarding the existence of a mentally-disabled child in the family. The results showed that there are statistically significant differences at (0.05) for the educational qualification of parents, where the percentages varied regarding the parents' attitudes concerning the variable of educational qualification.

(Al-Kobaisi, 2000) conducted a study which aimed at identifying the attitudes of children towards their disabled parents. The study sample consisted of (360) male and female students from the city of Baghdad. The results revealed that the attitude of children towards their disabled parents were positive, but no high. The results showed that there are no differences attributed to gender. The results also revealed that there are differences in attitudes attributed to the type of disability in favor of the partial disability compared to the complete disability.

Mohammad, 1998 conducted a study which aimed at identifying the differences between the deaf, the hearing-impaired and the normal people in terms of social acceptance as well as the impact of gender on social acceptance. The study sample consisted of (180) individuals. The results revealed that disability has an impact on the degree of social acceptance, where the deaf and hearing-impaired individuals suffer from the inability to recognize social acceptance compared to the normal individuals and that the males enjoy more acceptance in comparison with females.

(Leeser et al. 1996) conducted a study which aimed at investigating the stressors and adaptation in the families of children with visual impairments. The study sample consisted of (77) families. The scale of psychological stressors was used

The results revealed that the hearing-impaired child suffer from various stressors, including family, future and emotional stressors.

(Al-Biblawi, 1995) revealed that when the family of the hearing-impaired individual has no awareness about the nature and impact of the disability as well as the capabilities of the disabled individuals and the methods of dealing with them, that family will face many difficulties. The results showed that there is a statistically significant negative relationship between the negative parental attitudes and the low self-acceptance and aggressive behavior among those with hearing impairment.

(Jebreel, 1993) conducted a study which aimed at identifying self-concept among the kinetic-impaired individuals in comparison with the normal individuals according to the variables of gender and disability type. The study sample consisted of (123) kinetic-disabled individuals and (123) normal individuals. The results revealed that there are differences in self-concept attributed to gender in favor of females.

(Al-Shakes, 1992) conducted a study which aimed at identifying the impact of internal and external care for the blind individuals with regard to the level of anxiety among them and their attitudes towards visual impairment. The study sample consisted of (120) blind individuals. The results revealed that there are statistically significant differences between the two groups in favor of those belonging to internal care in relation to the level of anxiety. The results revealed that there are no differences between males and females with regard to anxiety, while there are differences in favor of the external care group concerning attitudes towards visual impairment.

(Stolarski, 1991) conducted a study which aimed at identifying the level of stressors among the families of visually-impaired children and multi-disability children. The study sample consisted of (108) families; (49)

families of visually-impaired children and (59) families of visually-impaired and multi-disability children. The brief version of resources and stressors questionnaire was used. The results revealed that the parents of visually-impaired and multi-disability children scored more than parents of visually-impaired only on the scales of 1-dependency and willingness, 2- diseases, 3- life span, 4- cognitive disability, 5- family opportunities, 6- family burdens, 7- financial stressors. The results revealed that the siblings of the visually-impaired individuals experience psychological stressors in all the previous scales. The results showed that the families of the visually-impaired and multi-disability children experience psychological stressors in many domains.

(Jackon. R, 1990) conducted a study which aimed at identifying the relationship between stressors and family environment among the visually-impaired individuals. The study sample consisted of (76) visually-impaired individuals. The results revealed that there is a correlation between the sub-scales for the scale of family environment and the scores of the general scale, indicating that the characteristics of the family environment affect considerably on the adjustment with hearing-impairment and that conflict and control negatively correlates with losing sight. The results revealed that the high level of expressing aggressiveness and the tough family roles are related to the increased levels of psychological stressors among the visually-impaired individuals, and that the increased stressors reflect the low adjustment with losing sight.

(Fichten, 1989) conducted a study which aimed at identifying the social interaction between normal and physical-disabled individuals. The study sample consisted of (23) physical-disabled and (22) normal university students. The results revealed that students are more inclined and comfortable to deal with the normal student compared to the physical-disabled ones.

(Al-Hanini, 1989) conducted a study which aimed at identifying the attitudes of managers and teachers of the basic stage towards integrating the physical-disabled students in the public schools according to the variables of gender, educational qualification, years of experience, and job description. The study sample consisted of (234) male and female teachers and (66) male and female managers. The required data were collected about the attitudes using a scale developed by the researcher that consisted of (50) items. The data were analyzed using 4-way variance analysis. The results showed that there is an impact for the variables of gender and job description on the attitudes of managers and teachers of the basic stage towards integrating the physical-disabled students in the public schools, while there was no statistically significant impact for the variables of educational Qualification and years of experience as well as for the interaction between gender, educational qualification, years of experience and job description on the scale of attitudes.

(Hussein, 1998) conducted a study which aimed at identifying the attitudes of male and female teachers in the directorate of Irbid towards the kinetic-disabled individuals as well as the impact of some variables, such as gender, age, educational qualification and specialty type and the existence of a disabled person in the family on making attitudes towards the kinetic-disabled individuals. The study sample consisted of (450) male and female teachers, with (230) males and (220) females, some of them suffer from kinetic disability (n=35). The data were collected using a questionnaire developed by the researcher which consisted of four domains (cognitive, social physical and kinetic). The results revealed that there statistically significant differences on the scale of attitudes attributed to the variable of gender in favor of the females and the variable of educational qualification, while there is no impact for the other variables on the scale of attitudes.

(Al-Manshawi, 1987) conducted a study to identify the relationship between the attitudes of parents, siblings and teachers towards the mentally-disabled students and their estimation for themselves as perceived by the mentally-disabled students.

The study sample consisted of (103) male and female students with mental disability. The researcher used the scale of attitudes towards the disabled which includes pictures of parents, siblings and teachers, in addition to the scale of children self-esteem. The results revealed that there is an impact of siblings' acceptance on children's self-esteem, while there is no impact for teacher's acceptance on their self-esteem. The results showed an impact for the parents' rewards on self-esteem, while no such effect was observed for siblings or teachers' rewards on the children's self-esteem.

Finally, (Solman, 1987) revealed that the hearing-disabled individuals suffer from many problems, most of them are related to the social problems among the families of hearing-disabled individuals, which become more

evident in the oldest ages. The study attributed the reasons of those problems to the surrounding environment, particularly the family environment and the lack of families' understanding to the nature of disability as well as the potentials and needs of the hearing-impaired individual. The results showed that the limited experience among the families of hearing-impaired individuals in dealing with their children could be related to the resistance that parents may demonstrate against accepting the idea of their child's disability, in addition to the lack of relationships between the families of disabled individuals to develop skills and discussions among each other. This procedure promotes their experiences and increases their acceptance to the case and reality of their disabled child; therefore, they deal with his needs and problems more positively.

### **The study problem:**

The study aimed to answer the following questions:

1. What are the attitudes of children towards their disabled parents? Are there statistically significant differences in the children's attitudes towards their disabled parents due to the variable of gender (male / females)?
2. Are there statistically significant differences in the children's attitudes towards their disabled parents due to the variable of disability type (sensory/physical?).

The study objectives and importance:

The following study aimed at:

1. Identifying the attitudes of children towards their disabled parents. Demonstrating the difference in children's attitudes towards their disabled parents according to the variable of gender (male/female).
2. Demonstrating the difference in children's attitudes towards their disabled parents according to the variable of disability type (visual, hearing, physical).

The study importance lies in attempting to understand the children's feelings and helping them to achieve psychological health and personal satisfaction in order to maintain distinctive performance, motivation and adaptation with the family environment. This study is beneficial with regard to realizing the expected role of children in dealing with their disabled parents which would, in turn, achieve social adjustment for them.

This study provides educational opportunities to guide parents and families about the suitable care methods in upbringing their children. This will contribute to detecting the positive role for the method of upbringing in developing balanced personality among children. Also, the results and recommendations of the study contribute to developing educational life programs in order to acquire the children with the skills of dealing with crises and psychological challenges that they may face. The study also contributes to preparing family programs and involving parents and teachers in order to provide the families with the suitable environment that increases their achievement motivation and promote their adaptation.

Finally, there is a paucity in the researches and studies that addressed the children's attitudes towards their disabled parents. By reviewing the previous literature, the researcher noticed that few Arabic studies addressed the study topic and variables in the Arabic environment.

### **The study population and sample:**

The study population consisted of all the children of the parents with (sensory, visual, hearing, physical) disabilities in Al-Karak governorate with a total of (71) children; the study population is taken as the study sample after excluding (24) of them, as (6) refused to respond and (18) respondents' data were used to find out reliability and validity coefficients for the study instrument.

### **The study instrument:**

The study instrument was prepared by the researcher based on the literature related to attitudes and the previous studies related to the attitudes of parents, siblings, teachers



towards those with disability. The study instrument consisted of (30) items relating to the children's attitudes towards their disabled parents, which was rated on a 5-point scale (strongly agree, agree, neutral, disagree, strongly disagree) and the instrument was distributed individually to all of the study sample individuals.

#### **The instrument's validity:**

The validity of the study instrument was verified by introducing it in its initial image to (13) arbitrators from the faculty members at Mu'tah university and Balqa' Applied University from the specialties of education, psychology, special education as well as measurement and diagnosis in order to review it and give their opinion about validity of the items, language accuracy. Some items were paraphrased, while others were omitted.

The appendix shows the instrument in its final version.  
The reliability of the instrument:

The reliability of the study instrument was calculated using test-retest with a period of three weeks separating between the two applications. The reliability coefficient was (0.87), which is statistically significant after applying to (18) sons and daughters from the study population and outside the study sample.

#### **The conceptual and procedural definitions:**

Attitude: it is an acquired constant deposition for the negative or positive response towards a certain topic (Al-Zoghoul, 2001). (Thurston) defined attitude as the sum of the individual's dispositions, feelings and fears towards a certain topic either positively or negatively (Al-Kobaisi, 2000).

Attitude is procedurally defined as the set of the children's responses to the different situations that are included in the scale of attitudes towards disability which was prepared for the purposes of the current study. The total score on the scale refers to the level of their attitude towards disability.

Sensory disability (visual /auditory (hearing))

Visual impairment: it is defined as a state of weakness in the sense of sight, where it reduces the individual's ability to use this sense effectively which in turn, affects negatively on his development and performance (Al-Azza, 2000).

Hearing impairment: a variation in the level of hearing that ranges between the mild and the severe and affects the human being throughout his growth stages (Al-Azza, 2000).

Physical disability: the individual who suffers from physical disabilities cannot perform the kinetic functions normally, where he needs special programs to achieve his life objectives (Obaid, 2000).

#### **The statistical processing:**

The statistical processing took place using descriptive statistical approach to analyze data and calculate the means, standard deviations and t-test in order to answer the study questions. It was calculated as follows:  
Very high High (more than 4.21).

Medium (3.333-4.20).

Low (2.61-3.32).

Very low (less than 1.80)

#### **The study results and discussion:**

This study aimed at identifying the attitudes of children towards their disabled parents in Al-Karak governorate according to the variables of gender and disability type by responding to the scale that was developed for this purpose. In order to achieve the objectives, the study attempted to answer the following questions:

- **The first question:** What are the attitudes of children towards their disabled parents?

In order to answer this question, the means and standard deviations were calculated for the responses of the study sample individuals to the questionnaire items. Table (1) shows the results:

**Table (1)**

**The means and standard deviations for the attitudes of children towards their disabled fathers**

Number	Item	Mean	SD
1	I feel happy when I go out with my disabled father in front of others	3.98	0.86
2	I don't mind telling others about my father's disability.	3.98	0.89
3	I think that other people's feelings are normal towards my disabled father.	3.65	0.93
4	I feel that my father's disability does not affect the regularity of our life at home.	3.60	0.96
5	My father's disability does not affect my relationships with others.	3.54	0.96
6	My father's disability does not deprive me from happy life.	3.83	0.81
7	I prefer to stay at home close from my father.	4.33	0.93
8	I feel happy when my father assigns me a certain duty.	3.31	0.95
9	I feel proud when I am told that my father has a disability.	3.83	0.86
10	I try to tell my colleagues the story of my father's disability.	3.81	0.73
11	I feel my father surrounds me with love and kindness	4.15	0.85
12	I think that my disabled father is a model for the loyal citizen	3.37	0.89
13	I think my disabled father is normal in his dealings with others	3.60	0.94
14	My father provides us with the economic resources just like others.	3.83	0.75
15	My father's interests and preferences are no different from others	3.79	0.80
16	My father has a high level of self-confidence	4.00	0.85
17	I feel happy to work with my father because he is organized in doing his work	3.83	0.88
18	My father lives a normal social life	3.89	0.55
19	I feel happy when I see my father successful in doing his work	3.46	0.97
20	My father is as active and energetic as others	3.73	0.79
21	I feel comfortable when people treat my father just like others.	3.67	0.83
22	I am happy when I see my father taking care of himself and his appearance.	3.96	0.74
23	I feel happy that my father does not waste his free time on trivial matters.	3.88	0.86
24	I feel happy when I do not see my father introverted.	3.71	0.97
25	I am not shy to invite my friends to our house because of my father's disability.	2.88	0.91
26	I am pleased that my father has a normal relationship with my mother.	3.46	0.97
27	I feel happy when my father doesn't make noise in the house.	3.48	1.03
28	I feel happy when my father doesn't make noise in the house.	3.67	0.88
29	My father involves in social events with normal people.	3.85	0.87
30	If feel comfortable when people view my father in the same way they view others.		

I am happy when I see my father taking care of himself and his appearance

I feel happy that my father does not waste his free time on trivial matters

Table (1) shows that most respondents belong to the positive area (3.33-4.22) as well as the too positive range (4.23- 5), which means that the children's attitudes towards their disabled fathers are with high and very high degrees; this could be attributed to the positive view of the community members towards the disabled individuals.

The responses of the children also revealed that they feel happy when they go out with their disabled fathers in front of others and that they don't mind telling others about their father's disability. They suggested that their father's disability didn't deprive them from the happy life, they prefer to stay close to their fathers, they are happy with their father's work since it is organized, their fathers live a normal social life and feel love and kindness from their disabled fathers. The respondents suggested that they aren't shy of inviting their friends to their homes, their fathers provide them with the required economic resources just like others, they have high self-confidence and as energetic as others. The respondents expressed their happiness to see their fathers taking care of themselves and making advantage of their free time, they feel a high degree of family adjustment despite their father's disability and that their fathers participate in the social events with the normal individuals.

This could be attributed to the children's awareness that the family atmosphere should be more secure and comfortable, their ability to understand the personality traits of their fathers, their desire to provide help to their disabled fathers and their acceptance to some of the negative symptoms demonstrated by their fathers.

The results could also be attributed to the existence of a considerable number of the institutions that take care of the disabled individuals and provide them with the required devices as well as physical and functional therapy. There are also training and educational programs, in addition to the societal educational programs that aim to educate the family individual about disability and rehabilitate disabled individuals based on their degree of disability and their capabilities.

Finally, the results could be attributed to the fact that the disabled fathers have the ability to depend on themselves, the ability to communicate and interact with others, and the ability to do daily life activities independently without depending on others. This finding agrees with (Al-Kibaisi, 2000), and (Nateel and Wafa'I 2007) while it contradicts with (Mohammad, 1998).

#### **The second question:**

Are there statistically significant differences regarding the children's attitudes towards their disabled fathers attributed to gender (males/ females)?

In order to answer this question, t-test was used to show the differences between the means of the items for the study sample individuals according to gender. Table (2) shows the results:

**Table (2)**

#### **Analysis of the differences between means using the calculated t-test for the scale items according to gender**

Gender	Number	Mean	SD	T-value	Sig. level
Males	28	119.8.7	21.2	0.75-	0.457
Females	19	114.3	12.6		

The results in table (2) revealed that all (t-values) were not statistically significant at ( $\alpha=0.05$ ), meaning that there are no statistically significant differences due to gender between the attitudes of children towards their disabled fathers. This indicated that the children (males/ females) have positive attitudes towards their disabled fathers. This is attributed to the fact that there are no differences between males and females since they both care about their parents, and that the father, regardless his physical state, receives the respect and attention of all his children. Also, children have the ability to adapt with the social conditions regardless their gender. This finding agrees with (Al-Kibaisi, 2000), while it contradicts (Nateel and Wafa'I, 2007) and (Al-Madhoun, 1998).

#### **The third question:**

Are there statistically significant differences in the children's attitudes towards their disabled parents due to the variable of disability type (sensory/ physical)?

In order to answer this question, t-test was used to show the differences between the means of the items for the study sample individuals according to disability type. Table (3) shows the results:

**Table (3)**

**Analysis of the differences between means using the calculated t-test for the scale items according to disability type**

Disability	Number	Mean	SD	T-value	Sig. level
Males	29	106.7	27.27	0.97-	0.338
Females	18	113.0	17.23		

The results of table (3) show that all (T-values) aren't statistically significant at ( $\alpha=0.05$ ), meaning that there are no statistically significant differences due to the variable of disability type (sensory, physical) between the attitudes of the children towards their disabled parents. This indicates that the children have positive attitudes towards their disabled parents regardless the type of disability (sensory: visual and auditory, and physical). This is attributed to the fact that regardless the type of the fathers' disability, they have the ability to depend on themselves in moving from one place to another. They believe that their intellectual abilities are similar to normal people and they have the ability to mix with the community individuals, which makes them acceptable by the surrounding community. This gives them a positive view by the society and thus they have more participation.

This result is also attributed to the fathers' ability to work regardless the type of their disability, since their intellectual ability is normal and they have the ability to live with their families and provide their living requirements. This result agrees with (Nateel and Wafa'I, 2007), but contradicts with (Al-Kobaisi, 2000).

**Recommendations:**

The study recommended the necessity of conducting further studies related to psychological adaptation and marital adjustment among the families with disabled parents. The study also recommended conducting more studies concerning the wives' attitudes towards disabled husbands as well as the children towards their unemployed disabled fathers.

**References:**

**Arabic references:**

1. General Secretariat of the League of Arab States (1996). Education and rehabilitation of the hearing-impaired individuals Cairo: Arab League Publications, Social Studies Series, p. 25.
2. Abu Moustafa, Nathmi Odeh (2000), Introduction to Special Education, Martyrs Library, Gaza.
3. Adekedick, Ola Jomaa (2002). Parental attitudes toward the existence of a mentally-disabled child among families with a mentally-disabled child in East Jerusalem, unpublished Master thesis, Jerusalem.
4. Al-Beblawi, Eihab (1995). The relationship between parental treatment methods and aggressive behavior among people with hearing impairments, unpublished master's thesis, the University of Zaqaziq, the faculty of Education.
5. Toflis, Hanem Salah, (1998), The Effectiveness of a Counseling Program in Modifying Teachers' Attitudes Toward Visual Impairment, unpublished PhD Thesis, Department of Public Health, the Faculty of Education, the University of Zaqaziq, Egypt
6. Jibreel, Mousa. (1993), Self-concept among adolescents with physical impairments, the Journal of Human Sciences, No.3, the University of Jordan.
7. Jad Allah, Fatehi Al-Dayikh Taher, (2001), A Study of the Students' Attitudes Toward the Disabled After Studying the Special Education Course, Unpublished Master Thesis, the Department of Education and Psychology, the Faculty of Arts, the University of Qar Yunis, Libya.
8. Al-Hadidi, Mona and Al-Khateeb, Jamal (1996). The Impact of Child Disability on the Family, Mansoura: the Journal of the Faculty of Education, Mansoura University, No. 31.
9. Al-Hadidi, Mona (1996). An introduction to visual impairment, Dar Al-Fikr, Amman-Jordan.

10. Al-Khatib, Jamal, (2004), Teaching the students with special needs in public schools, An Introduction to the School for All, Wa'el House for Printing and Publishing, Amman, Jordan.
11. Al-Khatib, Jamal Mohammad, (2001), Modifying the behavior of Disabled Children, Haneen House, Amman.
12. Al-Khatib, Jamal, (1997), An introduction to hearing impairment, Dar Al- Fikr, Amma- Jordan.
13. Al-Khatib, Jamal and Al-Hadidi, Mona (1997), An introduction to special education in the early childhood, Dar Al-Falah for Distribution and Publishing, first edition, UAE.
14. Al-Khatib, Jamal and Al-Hadidi, Mona (1998), the strategies of teaching the students with special needs, Dar Al-Fikr, Amma- Jordan.
14. Al-Khatib, Jamal and Al-Hadidi, Mona (2004), Early intervention, An introduction to special education in the early childhood, Dar Al-Fikr, Amma-Jordan.
15. Al-Rousan, Farouq (1998). Issues and Problems in Special Education, Dar Al Fikr, First Edition, Amman.
16. Zoreiqat, Ibrahim (2003). Hearing Impairment, Wa'el Publishing House, Amman, Jordan.
17. Al-Zaghoul, Emad (2001) Principles of Educational Psychology, Arab Book House, Al-Ain, United Arab Emirates.
18. Salman, Afaf Mohammad (1985). The reality of family relationships for war-disabled people, Baghdad, the League of Arab States, the Institute for Arab Research and Studies, published Master thesis.
19. Al-Shakhes, Abdel Aziz. (1992), The impact of care style on the level of anxiety among the blind individuals and their attitudes towards visual impairment, the Journal of the Childhood Obstacles Center, No.1, Al-Azhar University.
20. Sadiq, Farouq et al (1986): A study of the Saudi society's Attitudes towards the blind individuals, Educational Studies, the Faculty of Education, third Issue King Saud University.
21. Al-Safadi (2003). Hearing Impairment, Al-Yazouri Science House, Amman, Jordan.
22. Ta'ima, Fawzi and Al-Batsh, Mohammad Walid (1984). Parents' attitudes and perceptions about mental disability in Jordan, the Journal of Studies, Issue (6). volumes (11), the University of Jordan.
23. Obaid, Majida. (2000). Hearers With Their Eyes, Al-Safaa House, Amman, Jordan.
24. Obaid, Majida. (2000). Teaching the Students with special needs, Al-Safaa House, Amman, Jordan.
25. Al-Azza, Sa'id (2000) Special Education, the House of Culture, Amman, Jordan.
26. Omar, Maher Mahmoud Omar, (1990), The Psychology of Social Relationships, the University Knowledge House, Alexandria, Egypt.
27. Fahmi, Mohammad Sayed, Al-Sayed, Ramadan (1984): Special categories from the perspective of social service (criminals - disabled), the Modern University Office, Alexandria.
28. Al-Qaryouti, Yousif et al (2001): An Introduction to Special Education, Second Edition, Dar Al-Qalam for Publishing and Distribution, United Arab Emirates.
29. Al-Qamish, Moustafa and Al-Maaitah, Khalil (2007) The Psychology of Children with Special Needs, Dar Al-Masirah, Jordan
30. Al-Qamish, Moustafa,(2011) The Mental disability, Dar Al-Masirah, Al-Kobaisi, Radhi (2000). Children's attitudes towards their disabled parents, first edition, Jordan: Dar Al-Fikr
31. Mohammad, Ali (1998), Social acceptance among the deaf, the hearing-impaired and normal adolescents, the seventh national conference of the federation, people with special needs, and the twenty-first century in the Arab world, the union of the commission for the care of special groups and the disabled, Cairo 8-11 December.
32. Al-Mahamid, Shakir (2003). Social Psychology. first edition, Jordan: Farid Center, Dar Al-Mada for Services.
33. Al-Madhoun, Abdul-Karim. (2003), Social Support as Perceived by the Physically-Disabled and its Relationship with Mental Health in Gaza Governorate, Special Education Conference for the Disabled, the Reality and Hoped, Al-Quds Open University, Gaza, 2-4 December.
34. Al-Maaita, Khalil (2007), Social Psychology, 2nd Edition, Dar Al-Fikr, Amman, Jordan.
35. Al-Minshawi, Adel (1987). The relationship between parents, brothers and teachers attitudes towards mentally-disabled people and their self-esteem, Master Thesis, the Faculty of Education, Alexandria University.
36. Neteel, Rami Asaad, Wafa'i, Rami (2007), The Distinctive Features of the Personality of the Hearing, Visually and Physically-Disabled in Light of some Variables, the Journal of the Islamic University, Volume 15, Issue 2.

37. Yousef, Ahlan Nassar (1985). Psychosocial adjustment within the family, A research submitted to the Qadisiyah Militants' Care Commission, Baghdad.

**Foreign references:**

38. Fichten, o.s, et al (1989) College students with physical disabilities: Myths and Realities, Rehabilitation psychology, 34.4. 243-275.
39. Jackson, Robert (1990): The Relationship Between Family Environment and Psychological Distress in Visually Impaired Adults, Dissertation, United States, California, P. 144
40. Hetu R, Jones,: The Impact of acquired hearing impairment on intimate relationships: implications for rehabilitation, (London : Royal National Institute for deaf, 1993) p.10
41. Heward, W & .Orlansky, M. (1988). Exceptional children. (34d) Columbus, Ohio, Charles e. Merrill Kuban H; and Christine M: Is deafness disease of poverty ? The association between Socioeconomic deprivation and congenital hearing impairment (March 2004) pp, 123-135.
- Lesser, y-et al. (1996): Stress and Adaptation in Families of Children with Visual Disabilities- Families in Society, Apr., Vol77 (4): 240-249.
42. Solomon Perry family therapy with deaf member families, The American journal of family therapy, 15 (2), 1987, pp 242-252
- Stolarski, V.S. (1991): Sociology - Individual and Family Studies, Vol. 52-A of Dis-inter. p. 1093.
43. Veronica Tran: Serving The Deaf Community in Los Angeles County THE DCFS Deaf unit, The college of Education and Human Development (the University of Minnesota, 2006.