

Social Support among Families of Disabled Children at Ajloun Area Regarding to some Variables, the Type and the Degree of Disability of the Child

Faisal Issa Abdel Qader Al-Nawasrah¹, Nayef Ali Wahsheh²

Abstract

The study aimed to expose the level of the total social support among Families of children with learning disabilities according to some variables, the child disability type and the degree in Ajloun Area. In order to get the objectives of this study, the researcher used social support scale, which was built by Abdelmaksoud and Al-Sarsi, and Arabized by Diab (2006) and the researcher reedit it to be suitable for the Jordanian area, and was modified to fit the study sample. and the validity and stability of this scale were found, and the sample constains of (38) of disabled children's' families who are selected intentionally, and the researcher analyzed the data by finding the correlation coefficients ,the arithmetic averages and standard deviations and finding the value of (t). The study shows that the total social support level among families of disabled children in Ajloun city is average. There aren't any statistically significant differences at the level ($\alpha \leq .05$) of the level of total social support among Families of disabled children according to the variables(the gender, the age and the educational level for the family (the father, the mother), the type and the degree of disability and the economic level of the family of the disabled child's family). The results were also discussed in the light of the theoretical literature and previous studies, and some recommendations were suggested based on the results of the study.

Keywords: Social Support, Disabled Children, Disabled Children's Family, The Disability's Type and Degree.

INTRODUCTION

Family is a basic social group in society, it is the first social circle with which the individual interacts, and depends on it in the early stages of his life, where children receive everything related to the culture, values and social inheritance of the society, so any change that occurs in the social system is reflected in the individual and family, causes stressful events that affecting individuals, and generates a feeling of alienation , Isolation or suffering of psychological loneliness and this affect the individual activities and Leads to psychological and social problems.

Social support is a form of social interaction between the individual and others and it indicates the serious interest and desire to provide social assistance by individuals to other individuals or by groups to other groups to face problems and listen to the problems of others and talk to them (Aqel, 2015).

Social support is one of the most important sources of social and psychological support that a person needs, as it works to help the individual face stressful events, it works to satisfy the human's need for psychological security and reduce his psychological suffering, that increases his resistance to frustration and helps him to reach psychological comfort, positive compatibility and personal growth.

The individual goes through many stressful events that include unwanted experiences and events that lead to stress and threat life in all areas, which makes these stressful events a nucleus of psychological problems such as psychological loneliness, isolation, alienation, tendency to introversion, withdrawal, loss of self-confidence and feelings of helplessness, so social support increases the individual's ability to resist and overcome frustrations and make him able to solve his problems in a good way(Yahia,2010).

The individual who grows up in interconnected families of intimacy prevails among its members become able to be responsible and have leadership qualities, so the social support increases the individual's ability to resist frustration and reduces psychological suffering in his social life, and social support takes a role at healing of psychological suffering. It also contributes to the compatibility and personal growth of the individual as well as

¹Department of Special Education/ professor/College Educational Sciences / AjlounNational University E-mail: nawasrehf@yahoo.com

²Associate Professor in the Department of Special Education/Faculty of Educational Sciences/ Ajloun National University / Ajloun / Jordan. E-mail: wahshehnayef@yahoo.com, <https://orcid.org/0000-0002-9478-8593>

the individual's ability to face stressful events, and the individual's realization that there are a sufficient number of people in his life that he can depend on when needed and that there is a degree of satisfaction and available support (Mansour,2009 ; Al-Shehri & Al-Qasreen.,2021).

Hsiao (2018) points out the important role of social support in alleviating stress through its role in alleviating pathological suffering, the impact of disability, positive adjustment, personal growth, and alleviating negative effects.

Forms of Social Support

Social support forms are:

Emotional and emotional support includes showing sympathy, care, affection, love, trust, acceptance, encouragement, care, and tenderness offered by family and friends in times of stress when feeling depressed, sad and anxious.

Performing or material support includes the provision of material assistance, goods or services.

Information support includes providing advice, guidance, suggestions and useful information to the person, which helps to solve the problem or complete tasks properly and face difficulties.

Evaluative support provides feedback on an individual's opinions or behavior and helps the individual achieve a better understanding of the stressor and strategies for dealing with it.

The support of friends includes what friends offer to each other in times of distress, which makes the individual feel socially affiliated and engage in common activities with them (Taylor, 2008).

Explanatory Models for Social Support

There are several models that explain social support, including:

The reducing model of psychological stress: This model assumes that the support works to protect the person from the control of psychological pressure and its negative impact on his health by helping the individual to deal with the demands imposed by the stressful event, and it also works to remove the effect of assessing the pressure or providing a solution to the problem.

The main impact model for social support: This model focuses on organized social interaction and integration into social roles because of its positive effects at the psychological health of the individual and his sense of satisfaction with his life and compatibility with his environment, whether he is under pressure or not.

The lack of support in this model also negatively affects the social aspects of the individual, the low level of social participation with others, the feeling of isolation, psychological loneliness, and alienation.

Comprehensive model: This model is based on the fact that social support limits the possibility of a stressful event, and strategies for coping and dealing with a stressful event, which directly helps at the level of personal and social compatibility (Samaha,2022).

Social Support Theories

Affective Attachment Theory

Bowlby believes that individuals, when they are in natural attachment relationships with others, are more secure and self-reliant than those who lose these relationships, and that social support avoids and mitigates psychological disturbances because of these social relationships (Al Shaer, 2005).

Constructive Theory

This theory focuses on the importance of strengthening the building of the social network surrounding the individual, increasing its size, multiple sources, and expanding its scope to help the individual face stressful life events and prevent the negative psychological effects resulting from them.

Functional Theory

This theory emphasizes the interacting functions in the network of social relationships surrounding the individual and the importance of reinforcing the interacting behavior patterns to increase the individual's sources of social support (Al-Shehri & Al-Qasreen.,2021).

Social Exchange Theory

This theory emphasizes the importance of exchanging support with others through the fact that the individual has social supports that he provided to others in the past and realizes the amount of support being given by others and asks them to support in proportion to their energy, and that affection and giving is a prevalent behavior within the same family, and the individual's awareness of what he offers to others and what he is unable to present it as he compares what he obtains in the past and what he obtains in the present (Odeh,2010).

Total Theory

Dick and Sills emphasize that the individual's need the social support, especially in the personal situations he is going through. This theory focuses on the personal characteristics that affect the social relations surrounding the individual.

This theory is concerned with measuring the total awareness of the sources of social support for the individual and the degree of his satisfaction with these sources. It also focuses on the feeling of acceptance and appreciation from others and the provision of multiple actions for social support (Al-Nabulsi, 2009).

The previous theories of social support indicates that the social support includes the concept of emotional attachment that helps the individual to feel secure, the concept of strengthening, the social relations that helps the individual in general harmony and the concept of total behavior patterns to increase sources of social support and the importance of exchanging social support with others and the importance of personal characteristics that can affect the social relations all around the individual (Aqel, 2015).

Problem and Questions of the study

The problem of the study stems from the disparity in the results of the studies that care of disabled children at Ajloun Area. So the problem of this study reveals the level of social support and its relationship to some demographic variables (gender (Male, Female) , age (less than 10 years, more than 10 years)), the type of disability (Mental retardation ,autism, learning disabilities), the child's disability degree (simple, moderate, severe) ,the educational level of the parents (father, mother) (high school and below, university and above) and the economic level of the family (less than 500 dinars, more from 500 dinars).

Therefore, This Study Tried to Answer the Following Questions

what is the level of social support for the families of children with learning disabilities?

Are there any statistically significant differences at the level of ($\alpha \leq 0.05$) of the social support level for the disabled families regarding to the gender and age variables?

Are there statistically significant differences at the level of ($\alpha \leq 0.05$) of the social support level for the disabled families regarding to the variable of the educational level of the family ?

Are there statistically significant differences at the level of ($\alpha \leq 0.05$) of the social support level for the disabled families regarding to the child disability's type and degree variables?

Are there statistically significant differences at the level of ($\alpha \leq 0.05$) of the social support level for the disabled families regarding to the economic level of the child's family?

Objectives of the Study

This study aims to disclose the total level of social support among a sample of Families of children with learning disabilities regarding to some variables(gender, age, the disability's type and degree, the family's educational level and thefamily's economic level.

Importance of the Study

The study importance appears at problems that the family of disabled child face such as a psychological pressure, tension, anxiety and depression, self-blame, irrational thoughts,dependence, feeling of helplessness and stress. and the studying demographic variables is important because it interact with the pattern of civilization, the family and society as a whole and particularly the disabled children. So the previous studies ,especially Al-Khateeb & Al- Hadidi study (1996) indicates to know the effect of disability of the family in Jordan, Al-Sartawi& Al-Shakhs(1998) Which referred to psychological pressures, confrontation and needs' methods and the parents' needs of the disabled. And Dhamra and Mahmoud (2016) Which indicated the support level provided to families of disabled children in Jordan.

So this study came to disclose the total level of social support for families of children with learning disabilities, In order to detect the role of the family and the institutions of care service. The theoretical literature has a great deal of knowledge about the total of social support for disabled Children's families.

the following aspects of the practical importance of research:

Developing the total social support for families of children with learning disabilities that fit their needs.

Standing on the level of social support for families of children with learning disabilities because it is closely related to family life and child, his mental health and care methods.

Therefore, The study importance is that the only Jordanian study locally that came to find out to detect the social support level for a sample of families of children with learning disabilities at Special Education Centers in Ajloun Area / Jordan according to some variables gender (male, female) and age (less than10 years, more than 10years),the disability's type(autism, disability Mentality, learning disabilities), child's disability degree (simple, moderate, severe), the parents' educational level (father, mother) (high school or less, university), and the family's economic level (less than 500 dinars, more from 500 dinars).

TERMINOLOGY OF THE STUDY

Disabled Children(Procedurally):children who have been diagnosed as disabled and have got educational services at centers of special education at Ajloun Area, including autism and disability mental and learning disabilities.

Mental Retardation:It is a noticeable decline in general mental performance accompanied by a deficit in adaptive behavior and appears in the developmental stage, which negatively affects the educational performance of the individual (Al-Khatib and Al-Hadidi, 2011).

Autism: It is a developmental disorder resulting from a neurological dysfunction in the brain, in which the child is characterized by the failure to communicate with others and a clear weakness in social interaction (Amer, 2008).

Learning Disabilities:Children who suffer from a disorder in one or more of the basic psychological processes related to the understanding of written and spoken language that leads to difficulty in reading, writing or arithmetic(Yesseldyke&Algozzine, 1990).

Social support for the families of children with learning disabilities: the possibilities Actual or perceived available resources in the social environment for family Which can be used to help, especially social in times of distress, and the individual is provided with social support through his social relations that includes all people who have regular social contact in one way or another with the individual(Abu Asad,2014).

Social support (procedurally):The degree that the family has got it at the social support scale for families

of children with learning disabilities, which was developed for the objectives of this study.

PREVIOUS STUDIES

There is a large number of studies carried out by the researcher at social support's field and its relationship to some variables during the last decades.

In a study conducted by (Park, 2002) aimed at revealing the effect of poverty on the quality of life of families of children with disabilities for a sample of (29) poor American families of children with disabilities between the ages of (3-21) years, the results concluded that there is a statistically significant negative correlation between poverty and all the dimensions quality of life scale of families of children with disabilities, that is meant that when the level of poverty increased, the level of satisfaction with the quality of their family life decreased.

Adams carried out a study by (Adams, 2006) aimed at identifying the relationship between parental pressure, social support, and observed parental behavior, the sample consisted of (26) mothers and fathers of deaf children, the results indicated that the role of the father, age, and perception play a role in parental stress. The pressure of the father is low if it has a positive effect on the child, and the pressure of the situation is linked to the ideal upbringing, in terms of flexibility, responsiveness, sensitivity and organization. So the social support is also linked to reducing psychological pressure.

Bergma (2008) transmitted a study intended to clarify the effects of social support as a factor mitigating the effects of stress and as a factor that increases mental health. The study consisted of (424) elderly people over (50) years old. The researcher used the social support scale and the psychological symptoms scale. The results indicated that social support increases the individual's satisfaction with himself and his life, and that the low degree of life satisfaction increases the symptoms of depression.

A study conducted by Bahrawi (2009) aimed to assess the reality of the support services provided to children with mental retardation in Jordan. The sample contained of (182) social support specialists, (197) teachers of special education, (11) supervisors of special education and (163) Parents, the researcher used a set of tools that were developed for the objectives of the study, where the results revealed that the availability of support services was medium, and where the support services were the basis of physical education services that were the most applied, then the services of psychology and psychological counseling, then the services of social work, then the basis of mental treatment. And the natural.

In a study conducted by Zareer (2009) aimed to investigate the sources of psychological stress and methods of coping with parents of autistic children and their relationship to some variables such as the gender and age of the autistic child. The sample consisted of (200) parents of autistic children at the special education centre in Jordan, the researcher used the psychological pressures and facing psychological pressures methods scale prepared by Al-Sartawi and Al-Shakhs. The results indicated that the most prominent psychological pressures on parents of autistic children are anxiety about the child's future and bearing the child's burdens, problems of independent performance, cognitive and psychological problems of the child and family problems, and the results indicated that there weren't any statistically significant differences between parents of autistic children.

In a study transmitted by Al-Tamimi (2013) looked forward to identify the social support and its relationship to the quality of life of parents of children with disabilities in the early intervention stage, the sample consisted of (220) parents of children with learning disabilities, the results showed that a positive correlation between the quality of life and the social support was found and a statistically significant differences between parents of children at the quality level of life in favor of parents of children with learning disabilities.

Abdel Rahim and Youssef (2016) also conducted a study aimed at knowing the relationship between social support and life satisfaction among mothers of children with autism. The researcher used the descriptive correlative approach to study the relationship. The sample size was (62) mothers, whose ages ranged between (34-60), and the sample was chosen by chance. The researcher also used the social support scale and the life satisfaction scale, and the data was processed using: coefficient test Pearson's correlation, t-test for one population, and Cronbach's alpha for measuring variance. The study reached the following results: Social support

and life satisfaction among mothers of children with autism are high. There is a statistically significant positive correlation between social support and life satisfaction among mothers of children with autism. There is a correlation between social support and life satisfaction among mothers of children with autism. There are differences in social support and life satisfaction among mothers of autistic children, according to the variables of age and marital status.

Damra and Mahmoud (2016) carried out a study aimed to disclose the level of support for families of children with disabilities in Jordan. (170) families of disabled children of different disabilities were studied. the Family Support Scale was used. The results indicated that the level of support handicapped children was medium and low for families of physically and visually impaired children, the results also indicated that there weren't any statistically significant differences at the family support level at the gender, and there were statistically significant differences at the support level at the variable of family income in favor of those whose income is more than (1000) dinars and parental educational level variable in favor of higher educational degrees.

A study conducted by Al-Khazaleh (2020) aimed to identify social support and its relationship to self-determination among students with disabilities in Jordanian universities. The study sample consisted of (275) university students with disabilities, and to achieve the objectives of the study, two tools were designed for the study, namely: the social support scale and the self-determination scale. The results of the study indicated a high level of social support, and the results indicated that there was a medium level of self-determination, and the results also showed that there were no differences in social support and self-determination according to the gender variable, and there were differences in social support and self-determination according to the type variable of disability in favor of physical disability, the results also indicated the existence of a positive, statistically significant correlation between social support and self-determination for students with disabilities.

In a study conducted by Noman (2022) aimed to know the level of psychological and social support for families with special needs in Dohuk Area / Iraq and knowing the differences in the level of psychological and social support due to the variable of the child's gender, the descriptive approach was used, and the sample consisted of families with special needs and it was (95) families, the results indicated that the level of psychological and social support for the families of individuals with special needs was medium, and there were still statistically significant differences in the psychological and social support level in favor of gender.

Commenting on Previous Studies

Through the previous studies, the studies examine the reality of social support of the families of children with disabilities in a quantitative manner.

The current study came to look for the needs of families of children with learning disabilities through a descriptive quantitative approach regarding to some variables represented in gender, age, the child's disability's type and degree, the educational level of the parents and the economic level of the family.

THE STUDY SAMPLE

The study population consists of all students with learning disabilities in the Social Development Directorate at Ajloun Area/Jordan for the year 2020/2021.The study sample consists of (38) children who were intentionally selected. (the available sample) were described as in Table (1).

Table (1): The demographic characteristics of the study sample members

variable	Categories	Repetition	The ratio
gender	Male	22	57.9
	female	16	42.1
Age	1-10	24	63.2
	more from 10	14	36.8
Type of Disability	Autism	17	44.7
	Mental retardation	13	34.2
	Learning disabilities	8	21.1
Educational level for the father	Secondary and below	32	84.2
	university	6	15.8

Mother's educational level	Secondary and below university	29	76.3
Degree disability	basic	9	23.7
	middle	20	52.6
	severe	9	23.7
economic level	Less than 500 dinars	29	76.3
	500 dinars and more	9	23.7
total		38	100.0

Study Tool: (Social support Scale for families with disabilities)

In this study, the researchers used social support scale for the families of children with learning disabilities, depending on theoretical literature and social support scale prepared by Abdel-Maqsood & Al-Sarsi and developed by Diab (2006) to be suitable for the Jordanian area, and in order to achieve the objectives of the this study, and it measures the total level of social support of children with learning disabilities according to some variables. This scale contained of 24 paragraphs, some paragraphs were modified depending on the referees' observations, Each item of the scale is according to Likert's five-point scale, which is (always, often, sometimes, rarely, very rarely) graded from (1-5), where the total score of (5) and the degree higher than (3.1) is high , between (2.5 - 3.1) is medium, and less than (2.5) is low. The total score was found out of (5)

Validity and Reliability of Scale:

The researchers checks the validity of the scale by:

The final form of the scale was presented by a number of arbitrators of counseling and special education, measurement and evaluation at Ajloun National University and Yarmouk University. In order to verify the alignment of the scale to achieve the objectives of the study, the original scale consisted of (24) items (4) paragraphs were modified according to the arbitrators 'observations, and to fit the Jordanian area.

The reliability coefficient was also calculated for the problem-solving scale and its dimensions by applying it to the exploratory sample(16) cases, and for the purpose of verifying the internal consistency of the paragraphs of the questionnaire for the fields of study, the researchers used the Krumbach Alpha coefficient for this purpose.

The validity of the tool was also verified by calculating the correlation coefficient of the total degree of the scale, as shown in Table (2).

Table (2): Pearson correlation coefficient between test items and the total social support

the number	Paragraph	total social support scale
1	When I need help I find my friends around me (they stand by me to help me).	.446(**)
2	When I am in trouble I can ask for help from my parents or relatives.	.558(**)
3	I don't know anyone I trust, and I feel that my trust in those around me is weak.	-.033
4	My friends make me feel important even if my actions are wrong.	.454(**)
5	My family makes me feel satisfied and strong.	.742(**)
6	When I face troubles, I do not tell (I do not tell) them to anyone, I keep quiet when I face problems.	.595(**)
7	My friends are kind to me (no matter what I do) I feel like my friends treat me well.	.601(**)
8	I know that my family members always support and help me.	.728(**)
9	I feel a strong relation with some of my friends	.614(**)
10	I feel like I've lost my friends to whom I used to tell my secrets.	.381(*)
11	I can depend on my close colleagues and friends to help me out.	.656(**)
12	I feel comfortable when I ask for support from my family.	.712(**)
13	I feel lonely as if I have no one to know (I feel lonely and lose the friends I used to know).	.381(*)

14	I feel liked by my colleagues who live near me.	.651(**)
15	Throughout my life I find someone to help me when I need help.	.684(**)
16	There are people I turn to when I feel unhappy or have troubles (problems).	.680(**)
17	My colleagues' interactions with me make me feel important.	.680(**)
18	My brothers and sisters help me when I need help.	.321(*)
19	I am not affiliated with (any social groups) Social activities.	.326(*)
20	I feel like there is no real support from my colleagues.	.219
21	I feel comfortable when I am alone with my family.	.396(*)
22	Moral help from friends is important to me and I think moral support is important.	.366(*)
23	I feel comfortable when I turn to the clergy or the elders for help.	.381(*)
24	I trust myself and my abilities to handle new situations without the help of others.	.321(*)

The data obtained through the application of the study tool on the exploratory sample (16) cases, are valid for the objectives of statistical analysis to answer the study questions.

Statistical Treatment

The data was prepared and statistically analyzed using SPSS software, in order to:

Calculate the credibility coefficient for the total study scale by using the Pearson correlation coefficient.

calculate the arithmetic averages and standard deviations of the performance scores on the scale of coping with the total stress.

Use the (T-test) ,Test (On Way ANOVA) and Krumbach's alpha"coefficientto find out the level of social support scale according to the variable

To analyze the results of the data obtained from the study tool through the use of Likert scale, which is distributed from its highest weight, where (5) was given to represent the answer field (always), the lowest weight in the scale was given one point to represent (never).

To answer the questions of the current study, and to evaluate the responses of the study sample members(38) were selected intentionally from the study population represented by families of children with disabilities. By using the sample method, the study variables represented by (the social support level among families of children with disabilities are the gender, the age, the type and degree of disability, the educational level of the parents, and the economic level of the family).

STUDY RESULTS AND DISCUSSION

To show the results of the study, the researcher classified them according to the sequence of contained questions, as follows:

The First Question's Results

The first question states:(what is the level of social support for the families of children with learning disabilities?).

To answer the question, the arithmetic averages and standard deviations on the social support scale among families of disabled children were found , as in Table (3).

Table (3)Arithmetic averages and standard deviations on the total scale social support among families of disabled children

number	Paragraph	Arithmetic mean	standard deviation
1	When I need help I find my friends around me (they stand by me to help me).	3.16	1.443
2	When I am in trouble I can ask for help from my parents or relatives.	3.42	1.266

Social Support among Families of Disabled Children at Ajloun Governorate Regarding to some Variables, the Type and the Degree of Disability of the Child

3	I don't know anyone I trust, and I feel that my trust in those around me is weak.	2.92	1.383
4	My friends make me feel important even if my actions are wrong.	3.24	1.261
5	My family makes me feel satisfied and strong.	4.21	1.143
6	When I face troubles, I do not tell (I do not tell) them to anyone, I keep quiet when I face problems.	3.95	1.114
7	My friends are kind to me (no matter what I do) I feel like my friends treat me well.	4.08	1.024
8	I know that my family members always support and help me.	4.24	1.051
9	I feel a strong relation with some of my friends	3.87	1.018
10	I feel like I've lost my friends to whom I used to tell my secrets.	3.11	1.485
11	I can depend on my close colleagues and friends to help me out.	3.21	1.417
12	I feel comfortable when I ask for support from my family.	4.05	1.114
13	I feel lonely as if I have no one to know (I feel lonely and lose the friends I used to know).	2.92	1.440
14	I feel liked by my colleagues who live near me.	3.45	1.408
15	Throughout my life I find someone to help me when I need help.	3.87	1.166
16	There are people I turn to when I feel unhappy or have troubles (problems).	3.79	1.298
17	My colleagues' interactions with me make me feel important.	4.21	1.119
18	My brothers and sisters help me when I need help.	3.61	1.443
19	I am not affiliated with (any social groups) Social activities.	2.29	1.505
20	I feel like there is no real support from my colleagues.	2.42	1.348
21	I feel comfortable when I am alone, away from my family.	2.63	1.618
22	Moral help from friends is important to me and I think moral support is important.	4.26	1.155
23	I feel comfortable when I turn to the clergy or the elders for help.	2.82	1.449
24	I trust myself and my abilities to handle new situations without the help of others.	3.97	1.150
total scale		3.49	.592

Table (3) showed that the arithmetic averages of the scores of the total social support scale among families of disabled Children was (3.49), so the values over (3.75) are High, the values that ranged between (2.5 – 3.75) are medium and the values which are less than (2.5) are low. So values that ranged at social support scale among families of disabled children between(2.29 – 4.61). These values ranged from low, medium and high. The results showed that the level of total social support among families of disabled children was medium.

The results of this study agree with (Mikkelen, Nielsen & Rasmusen, 2001) ,(Diab,2006), (Damra and (Mahmoud,2016) which indicated that the total level of social support scale was medium among families of disabled children, also it agrees with ((Bergma,2008) that showed that social support increases the individual's satisfaction with himself and his life, and that the low degree of life satisfaction increases the symptoms of depression and (Malakush and Yahya,1995) which referred to the presence of a disabled child in the family which causes additional problems and more complex family relationships, and that the child's disability affects the family environment significantly, and the results showed that the children's parents suffer from a high level of pressure. The study is also consistent with (Craige & Swan, 2002), (Zaareer,2009) Which indicated a high level of psychological, social and financial pressures and a lack of knowledge among families of disabled children, so the results of the current study can be explained by the importance of family cohesion among the sample members and that families of disabled children suffer from poverty, lack of supportive services and medium level of social support and financial, cognitive, psychological and social support.

The Second Question's Results

The second question states:

(Are there any Statistically significant differences at the level of social support for families of disabled children at gender and age variables of a disabled child?)

the arithmetic averages and standard deviation were found and (T-test) to disclose the differences between the estimates of the sample members about the tool as a whole according to the gender variable as well as the age variable and the analysis must be divided into two parts, as follows:

Gender Variable

The total problem-solving skill level and its dimensions were calculated on the male and female gender variable, as shown in Table (4):

Table (4): T-test results for the difference between the arithmetic averages of the gender variable at the level of the study fields

The dimension	gender	the number	Arithmetic mean	standard deviation	Test (T)	Statistical significance
social support scale	Male	22	3.37	.681	1.48	.36
	female	16	3.65	.405		

Table (4) showed that (T) test revealed that there weren't any statistically significant differences at the total level of social support among families of disabled children and its paragraphs are attributed to the gender variable (males, females), and the results of this study agreed with Damra & Mahmoud (2016) and Khazaleh (2020), which indicated that there weren't any differences in the total level of social support for families of disabled children at the gender variable

The result of the current study can be interpreted by being similar at social support of families at the cognitive, financial, social and psychological fields and support to face the problems of independence performance of families of disabled children, whether they are males or females.

Age Variable

It includes two main categories: a category (less than 10 years old) and a category (more than 10 years old), using the t-test to find out the difference between the arithmetic averages of the age variable at the level of the fields of study as in Table (5):

Table (5):(T) Test Results of the difference between the arithmetic mean of the age variable at the level of the study areas

The dimension	Age	the number	Arithmetic mean	standard deviation	NS	degrees of freedom	Statistical significance
social support scale	1-10	24	3.47	.575	.267	36	.791
	more than 10	14	3.52	.639			

Table (5) disclosed that (T.test) showed that there are no any statistically significant differences in the level of total social support families of disabled children and its paragraphs according to the age variable (1-10, more than 10).The results of this study agree with Al-Khatib and Al-Hadidi (1996), which indicated that there are no any differences in the level of total social support families of disabled children at the age variable.

The current study is consistent with the study (Adams,2006)which indicated that the father's pressure is low if there is a positive effect of social support for the child and that the stress of the condition is linked to education ideal and early intervention in terms of flexibility, responsiveness, sensitivity, regulation and the support social take part in reducing psychological stress.

The result of the current study can be interpreted by a similarity of social support of families in the cognitive, financial, social and psychological fields and the support to face the problems of independence performance of families of disabled children, whether they are less than 10 years or more than 10 years .The results of the current study can also be attributed to the fact that the level of total social support is similar, regardless of the

age of the disabled child and that because the families of disabled child need the social support regardless of the age of the disabled.

The Third Question's Results

The third question states: **(Are there any Statistically significant differences at the level of social support for families of disabled children at educational level of the parents of a disabled child?)**.

To answer this question, the total social support level were calculated

To get the differences between the sample members' estimates of the tool as a whole according to the educational level variable of the parents. The analysis must be divided into two parts, as follows:

The Father's Educational Level Variable:

The total social support level and its paragraphs were calculated at the father's educational level variable (second secondary or less, university) as in Table(6):

Table (6) Arithmetic averages of the estimates of the study sample members regarding to the father's educational level variable

The dimension	Pain level educational the father	the number	Arithmetic mean	standard deviation	Statistical significance
total social support scale	Secondary and below	32	3.45	.606	.340
	university	6	3.70	.498	

It is clear from Table (6) that there aren't any statistically significant differences at the level of significance($\alpha \geq 0.05$) in the level of total social support for families with disabled children at the educational level variable for parents.

The Educational Level of The Mother Variable

the total social support level and its paragraphs were calculated on the father's educational level variable (second secondary or less, university), so it is necessary to identify the possibility of a relationship between total level of social support as shown in Table (7), which displays the arithmetic averages for each qualification separately, and its standard deviation.

Table (7) Arithmetic averages of the estimates of the study sample members regarding to the variable of the mother's scientific level

The dimension	The level educational the mother	the number	Arithmetic mean	standard deviation	Statistical significance
total social support scale	Secondary and below	29	3.51	.570	.315
	university	9	3.43	.690	

It is clear from Table (7) which showed that there weren't any statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the level of social support for families of children with disabilities on the variable of the educational level of the mother.

According to the researchers' knowledge ,they didn't find any study that concurs with this study, where the study conducted by Al Badirat (2006) showed that there are statistically significant differences according to the educational level of the family and in favor of the parents from the basic stage, as indicated by the results of Damra and Mahmoud (2016) that showed there are statistically significant differences attributable to the educational level of the family and in favor of the parents who hold higher educational degrees .

The results of the current study can be attributed to the presence of a level ranging between medium and low in the level of social support, so the educational level of the family is similar to the level of support services and social support and it is necessary to avoid sources of psychological pressure, facing the child's problems,

bearing the child’s burdens, and look for solutions of family problems, regardless of the educational level of parents(father, mother).

The Fourth Question's Results

The fourth question states: **Are there any Statistically significant differences at the level of social support for families of disabled children at type and degree variables of child disability?).**

To answer this question, a one-way analysis of variance was used to reveal the differences at the total level of social support among the sample members according to the variable of the type of child’s disability (autism, mental disability, learning disabilities), as shown in Table (8):

Table (8) results of the one-way analysis of variance of the arithmetic averages for the type variable of child disability at the total level of social support

The dimension	Type disability	the number	Arithmetic mean	standard deviation	q value	Statistical significance
social support scale	Autism	17	3.38	.521	.905	.414
	Mental retardation	13	3.48	.583		
	Learning disabilities	8	3.72	.745		
	total	38	3.49	.592		

It is clear from Table (8) that the results of the one-way analysis of variance showed that there are no statistically significant differences in the level of ($\alpha \geq 0.05$) at the total scale of social support among families of disabled children at the disability's type variable .

The researchers didn't find any study to support or oppose this study. only (Craige & Swan, 2002) Which indicated that families with disabled children suffer from high levels of psychological pressure because of the lack of time for social relations, lack of financial resources and low ability to meet their children's special needs, and (Adams,2006) which indicated that the psychological pressure of families is low if there was a positive social support, and that the stress of the case is related to early intervention and the extent of attention to the child's condition.

So we attribute the results of the current study to the existence of a level range between medium and low in the level of total social support for families of disabled children, whatever the type of disability, a mental disability or a sensory disability.

The one-way analysis of variance test was also used to reveal the differences between the estimates of the sample members about the tool as a whole among families of disabled children according to the degree variable of the child's disability (simple, moderate, severe), as shown in Table (9).

Table (9) of the results of the one-way analysis of variance test for the arithmetic averages of the degree variable of disability of the child with the tool as a whole

Statistical significance	q value	standard deviation	Arithmetic mean	the number	degree of disability	The dimension
.418	.151	.998	3.41	9	basic	social support scale
		.422	3.45	20	middle	
		.403	3.64	9	severe	
		.592	3.49	38	Total	

The results of the (I) test in Table (8) showed that there aren't any statistically significant differences in the level ($\alpha \geq 0.05$) in the level of social support for families of disabled children at the degree variable of disability.

The results of this study do not agree with (Adams,2006) which showed the presence of statistically significant differences due to the degree variable of disability, parental pressure, and the need for social support, which increases with the increase in the severity of disability. We can attribute the results of the current study to the

existence of a level ranging between medium and low in the level of social support among families of children with learning disabilities. The degree of disability is simple, moderate or severe disability that indicates the similarity in the living conditions experienced by the sample members despite the degree of disability.

The Fifth Question's Results

The fifth question states: (**Are there any Statistically significant differences at the level of social support for families of disabled children at economic level of the child's family?**).

(T-test)is used to reveal the differences between the estimates of the sample members about the tool as a whole among the families of disabled children according to the family's economic level variable (500 dinars or less, more from 500 Dinars), as in Table (10):

Table (10) Results of (T.Test) for the arithmetic averages of the economic level of the family

The dimension	economic level family	the number	Arithmetic mean	standard deviation	T	degrees of freedom	Statistical significance
social support scale	Less than 500 dinars	29	3.42	.637	1.213	36	.233
	500 dinars and more	9	3.69	.366			

Table (10) revealed that (T. test) showed that there aren't any statistically significant differences in the level ($\alpha \geq 0.05$) of total social support for families of children with disabilities at the economic level variable of the family.

The results of this study aren't consistent with Damra and Mahmoud (2016) which showed that there are statistically significant differences attributed to the economic level of the family in favor of families whose income exceeds 1000 Jordanian dinars.

So we can attribute the results of the current study to the existence of a level range between medium and low in the level of social support for families of children with disabilities, whatever he economic level of the is (500 dinars and less or more than 500 dinars).

THE LIMITS OF THE STUDY

The results in general are based on the characteristics of the sample and the degree of its representation of the community from which it is taken.

The study sample was limited to a group of families of disabled children enrolled in schools and the Special Education Center within the available sample from Ajloun Area for the year 2020/ 2021.

The results of this study are generalized with the psychometric indications provided by the research tools, such as validity and reliability.

RECOMMENDATIONS

According to the research results, the researchers recommend:

The necessity of implementing indicative programs of social support strategies and psychological and cognitive support of families of disabled children.

The need to intensify social support programs and psychological, cognitive, social and societal support through written and visual media and through social media.

The need to conduct more studies of social support and sources of pressure for families of children with disabilities in different environment.

REFERENCES

- Abdul Razzaq, I. (1998). Social support as a mediating variable in the relationship between economic suffering and marital disputes, *Journal of Psychological Studies*, Volume (8), No. 1 pp. 13-39, Egyptian Psychological Association of Statisticians, Cairo.
- Abdullah, H. (1995). Social support and its relationship to depression and distress among a sample of students and workers. International Conference (2) Psychological counseling for children with special needs, Psychological Counseling Center, Ain Shams University. pp. (473-513).
- Adams, K. (2006). Parental stress behavior and observed parent-child interaction. (Doctoral dissertation). Dissertation Abstracts international: Section A. pace university New York, Westchester.
- Akil, G. Y.(2015). Social support and its relationship to personal and social adjustment, Master's thesis, Damascus University, College of Education.
- Al Tamimi(2013). Relationship between Social Support and Quality life of parents of children with disabilities at Early Intervention. *Journal of Educational sciences*, 25(2):35-56.
- Al-Khatib, J, Al-Hadidi .M.(2011).Curricula and teaching methods in special education. Dar Al-Fikr, Amman, Jordan.
- Al-Khatib, J, Al-Hadidi .M.(1996).The impact of a child's disability on the family, *Journal of the College of Education*, Mansoura University, Egypt.
- Al-Khazaleh.A.(2020). Social support and its relationship to self-determination among students with disabilities in Jordanian universities, *Jordanian Journal of Applied Sciences*. 2(1):1-21
- Al-Nabulsi, H.(2009). Social support and its relationship to stress and compatibility with university life, Master's thesis, Faculty of Education, Damascus University, Damascus.
- Al-Qaryouti, I. (2009). Supporting the family of the disabled person psychologically and socially, Conference on the Role of Associations of Parents of the Disabled in Supporting the Family of the Disabled Person, University of Sharjah (25-26).
- Al-Sartawi, Z. A, Al-Sayyid Al-ShaKhs, A.(1998). Psychological Stress Measurement Battery, Coping Styles and Needs for Parents of disabled, University Book Administration, Al Ain, United Arab Emirates.
- Al-Shinawy, M. M., Abd al-Rahman, M. al-Sayyid. (1994). Social support and mental health: a theoretical review and applied studies, 1st floor, Cairo, Anglo-Egyptian Library.
- Al-Sirsi, A., Abdel-Maqoud, A. (2000). Social support as perceived by adolescents and its relationship to some psychological variables, *Journal of the Faculty of Education in Benha*, Volume 10, Issue 44, pp. 197-244.
- Amer, T. (2008). The Autistic Child, Dar Al-Yazuri, Amman, Jordan.
- A-Shaer, D. (2005). Attitudes of Palestinian university students in the Areas of Gaza towards risk-taking and its relationship to social support and the value of life for them, PhD thesis, Ain Shams University, Egypt.
- Al-Shehri, A & Al-Qusayrien, E, (2021) The level of support services for people with autism spectrum disabilities in integrated schools from the point of view of their teachers in Jeddah, *Arab Journal of Physical Sciences and Giftedness*, 5 (17), 53-100.
- Badirat, N.(2006).Sources of psychological stress among siblings of children with autism and their relationship to some personal and family variables. Master's thesis, Amman Arab University for Graduate Studies.
- Bergman, CSplomi, R.pedersen, N.L.McClean, GE (2008). psychological well-being. *psychology and again*, vol. 106 ,No. 4, pp. 640-646.
- Craig, J & Swan, S (2002), Effect of (disability) on parental stress. The Lancaster dependry for Autism Article Retrieved September27,2013, form [intt//www.angelifire.com/pa5/lccarctcs/iccareresparstrs surv.ht](http://www.angelifire.com/pa5/lccarctcs/iccareresparstrs surv.ht).
- Damra, L, and Mahmoud, J.(2016). The level of support for families of disabled children in Jordan, *Journal of Educational Sciences Studies*, (43). Supplement (3) 437-1150.
- Diab, M. (2006) (The role of social support as a mediating variable between stressful events and the mental health of Palestinian adolescents (Unpublished master's thesis). College of Education. Islamic University, Gaza.
- Farah, M (2009). Psychological pressures and their relationship to the needs of parents of non-ordinary people with physical disabilities in Khartoum State, Master's thesis in Psychology, University of Khartoum/Sudan.
- Hakim, B., and RabeH, H. (2019).Quality The life of families of mentally handicapped children and its relationship to some demographic variables,the magazine *International for Educational and Psychological*