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**Psychological Cohesion among Children's Parents with
Disabilities in Al-Ahsa Governorate**

Ramla Youssef Al-Dhaif

**Master of speciality in
Guidance and Psychological
Counseling**

**King Faisal University -
College of Education**

E.mail:

220000260@student.kfu.edu.sa

**Dr. Adam Bashir Adam
Kegour**

**Associate Professor of Mental
Health**

**King Faisal University -
College of Education**

E-mail:

akegour@kfu.edu.sa

د. آدم بشير

أستاذ الصحة النفسية المشارك

رمله الضيف

ماجستير التوجيه والإرشاد النفس

Abstract

The study aimed to identify the level of psychological cohesion among parents of children with disabilities, in addition to know the differences in the level of psychological cohesion according to the following variables (mother - father - marital status - age - educational level), and the study sample was chosen randomly. Classes range in number (403). The researchers used the Psychological Cohesion Scale prepared by Aaron Antonovsky (1987), translated by Hadda Yousefi (2018), and used the descriptive correlational approach. The results of the study resulted in a moderate level of psychological cohesion, and the presence of differences in the level of psychological cohesion attributed to the kinship variable in favor of the fathers, and there were differences in educational level in favor of parents with intermediate education, and there were differences in the age variable in favor of ages 46 and over, and there were no differences attributed to the status of social variable. At the end of the study, the researchers presented some recommendations and future studies.

Keywords: psychological cohesion, parents of children, people with disabilities

The Introduction

There is no doubt that the instinct of motherhood and fatherhood is an innate, emotional instinct that every individual who wants to start his family dreams of this instinct, which begins to appear gradually upon learning the news of the mother's pregnancy, and then he begins to imagine what the child will look like, who he will look like, what he will be like, what is the appropriate name for him, and what he aspires to be in the future. Many questions cross the minds of the child's parents, and many mixed feelings extend throughout the pregnancy, such as joy, waiting, and fear, until that moment when they are informed that their child has a disability.

This moment is considered a traumatic moment for the parents in particular and the family in general, after which crises begin to appear, and the feelings of both parents become threatened (Al-Zahrani, 2019), after which family relationships are destabilized and their level of psychological pressures rises (Al-Issa, 2021). These pressures are considered the psychological state of children's parents with disabilities is the bad influence that affects their lives on all aspects due to the presence of a child with disabilities (Shatti and Kheisha, (2020) and then begins a series of psychological frustrations and traumas that haunt them, in addition to family problems that fall on the family (Al-Wakeel, 2015), as well as feelings of frustration, despair, and a feeling of low psychological cohesion (Al-Suhaimi, 2021).

The feeling of psychological cohesion represents the basic pillar in the formation of a person's psychological system and his ability to be patient, endure, and confront sources of stress (Moawad, 2020), improving the level of an individual's psychological energy, and increasing his endurance ability to face pressures in daily life (Ahmed, 2020). It is the optimistic view towards

tiring and exhausting things in life. Life and the individual's self-conviction that the events of life are tasks, of which the individual is required to perform and to be patient, having complete confidence in himself, and complete certainty in his ability to solve all these tasks and overcome difficulties with ease (Radwan, 2002).

Individuals who have strong psychological cohesion are characterized by success and overcoming stress-related tension, high self-esteem, satisfaction with life, living with minimal anxiety, a high level of quality of life, psychological compatibility and the ability to overcome stress (Tawfiq, 2021). However, the level of the psychological system may become dysfunctional with the presence of shocks, pressures, difficult circumstances, and difficult tiring things in life. It may change with changing circumstances and be affected as a result of the individual's exposure to difficult matters.

Despite the importance of psychological cohesion, there is a scarcity of studies conducted on fathers and mothers of children with disabilities, to the best of the researchers' knowledge, even though they are a very important sample; an essential segment of society; the basis for building the family. If their psychological cohesion is disturbed, the entire family is disturbed. Therefore, through experience in their previous work, what they observed in special education centers and day care, and the increased awareness and knowledge in many families, the idea of the current research emerged to study the psychological cohesion of children's parents with disabilities.

The Problem of the Study and Its Questions

Parents are considered as an important role in building and forming a family, and the impact of the parents' personality on the children's personality becomes clear. Therefore, if the parents' personalities are good, this will be reflected in

the psychology of their children, and vice versa. However, sometimes the family may be exposed to many shocks and problems in their lives, sweeping their way, which it may destabilize their security and disturb the peace of days. Examples of such pressures are the birth of a child with a disability, or the moment their son is diagnosed as having a disability. That moment is considered a traumatic event and has a direct impact on all family members. It carries with it many diverse feelings such as anxiety, sadness, anger, blame, and guilt, which may be the gateway to many accompanying psychological disorders. This traumatic event results in many pressures in all aspects of their life, such as social, economic and psychological imbalance in the level of psychological cohesion. As a result, some studies have proven the development of psychological cohesion among mothers of autistic children, such as the study of (Ahmed, 2020), and also the study of (Baba Hammo, 2019), which concluded that there was a low level of psychological cohesion among children's mothers with intellectual disability and autism. For this reason, the researchers seek to know the level of psychological cohesion among the research sample, and additionally, after reviewing previous studies, according to the researchers' knowledge, the researchers did not find any study on the research sample.

In light of the above, the problem of the study can be determined by answering the following questions:

1. Is the level of psychological cohesion low among children's parents with disabilities?
2. Are there statistically significant differences in the level of psychological cohesion among children's parents with disabilities depending on the variables (relationship in favor of parents - marital status - age - educational level)?

Objectives of the Study

1. Identifying the level of psychological cohesion among children's parents with disabilities.
2. Identifying statistically significant differences in the level of psychological cohesion among mothers and fathers of children with disabilities according to the variables (relationship in favor of parents - marital status - age - educational level).

Hypotheses of the Study

1. The level of psychological cohesion among parents of children with disabilities is characterized by low.
2. There are statistically significant differences between the level of psychological cohesion among mothers and fathers of children with disabilities depending on the variables (relationship in favor of parents - marital status - age - educational level).

Importance of the Study

Theoretical Importance

1. The importance of the study is evident in the novelty of the variable. According to the knowledge of the researchers, there are no studies that revealed the level of psychological cohesion in the same region.
2. The study can reach results that explain the relationship between psychological cohesion and some variables among the children with disabilities.
3. The importance of the study is evident in studying a recent variable that has not been discussed much in Arab researches and studies, according to the

4. knowledge of the researchers, which is the variable of psychological cohesion.
5. The importance of the study lies in shedding light on an important sample, which is represented by children's parents with disabilities because they have a prominent role in their children's lives.

Practical Importance

1. It is possible to benefit from the results of the study in preparing therapeutic and preventive programs for use by specialists in the psychological field in order to help children's parents with disabilities, so that they can overcome many of the problems that they may face.
2. benefiting from the results in conducting courses and publications to raise awareness of psychological cohesion.
3. Reaching recommendations regarding activating psychological counseling units in universities to provide services to mothers of children with disabilities.
4. An attempt to draw the attention of researchers to conducting programs to develop psychological cohesion, in addition to group programs for parents of children with disabilities.

Limitations of the Study

1. Objective Limits: The study is determined by a variable and psychological coherence.
2. Human Limitations: The current study was limited to a sample of children's parents with disabilities in Al-Ahsa Governorate.
3. Spatial Boundaries: The study was applied to a sample of children's parents with disabilities from day care centers and institutes for special education and integration schools.

4. Temporal Limits: The study was applied to the sample during the academic year 1446 AH. - 2024

Psychological Cohesion Terms

Antonovsky defined psychological cohesion as an orientation towards life that expresses the extent to which the individual possesses a continuous, permanent and dynamic feeling at the same time of the ability to predict the world of his internal and external experiences in a high probability that the opportunities will develop in the appropriate manner that a person expects (Yousfi, 2018, p. 181).

Procedural Definition: the score obtained by the examinee on the Psychological Cohesion Scale used in the current study.

Children's Parents with Disabilities

“They are those parents who have a disabled child who lives with them in the family” (Al-Laboun and Al-Nawasrah, 2021).

Children with Disabilities

Those children who deviate from the normal or average level in one of the characteristics, aspects of personality, or in one or more aspects to the degree that requires the provision of special services, which is differ from what is provided to their ordinary peers, with the aim of helping them achieve the maximum possible growth and harmony they can achieve (Al-Zahrani (2019, p. 131).

The Importance of Psychological Cohesion

The importance of psychological cohesion lies in the fact that it develops in the individual ways to use effective strategies to confront pressures with intellectual and psychological flexibility, and to perceive life events with the

least amount of anxiety and stress. Besides, the presence of psychological cohesion helps individuals predict appropriate behaviors to adapt to new and surprising life situations, and the individual feels a high level of from quality of life, satisfaction, positivity, and social and family harmony (Ali, 2021).

The Concept of Psychological Cohesion

Arfa Saadoun and Jaafar (2021): It is a construct at the core of the complex human information processing system, which aims to resolve conflicts and withstand the inevitable stresses of human life.

Arafah Al-Sadiq and Ebadi (2020): It is a source of resistance and a result of the individual's experiences in his environment, and the expectation of everything positive when the individual faces new situations in life.

Antonovsky's definition is "an orientation towards life that expresses the extent to which an individual possesses a continuous, permanent, and at the same time dynamic sense of the ability to predict the world of his internal and external experiences" (Yousfi, 2018).

Theories that Explained Psychological Cohesion

Jayan, et. al. (2021) mentioned the theories that explained psychological cohesion, which are as follows:

Rational-Emotional Theory: This theory explains that the behaviors of healthy and sick individuals are linked to their thinking mechanism and what they say, want, or see in themselves, as emotion and reason are closely linked and that the individual has the ability to control his emotions by first controlling and controlling his thoughts. Albert Ellis believes that experiences, the bad that may happen to an individual, even if it is ignored and not reinforced, does not actually go away, but rather continues and penetrates within the individual. It is

believed that mental and psychological health have characteristics that are represented in the following: self-interest, Self-direction, tolerance, persuasion and acceptance of uncertainty, flexibility, scientific thinking, commitment, risk-taking, self-acceptance, and contentment.

Jung's Theory: Jung believes that the three main personality components, which are the ego, the personal unconscious, and the collective unconscious, all influence the natural behavior of the individual because: the ego gives the individual a sense of cohesion and continuity, and it is the center of the individual's awareness, that is, the one that feels, deduces, thinks, and gives possibilities. It is responsible for memories and the mechanisms for consciously retrieving them in the right way. The personal unconscious and the collective unconscious give the individual justifications for all his behaviors, whether positive or negative.

Health Model Theory: Postulated by Aaron Antonovsky, which believes that health is a continuous movement to achieve good health and bad health, and is influenced by environmental conditions, pressures, personal awareness, and social support available to the individual and the extent of his knowledge of that support and his acceptance of it.

The researchers describe that psychological cohesion, as previously mentioned, is not relatively constant. It is variable with changes in surrounding circumstances, with changes in thinking, with changes in people, with changes in the environment. It may increase or decrease, and this is normal, but the individual must strive to develop this cohesion and not burden himself, beyond what it can handle, and looking at things more simply, no matter how severe they are, and trying to solve problems from the beginning of their occurrence, and not letting them accumulate, and always striving to look forward and not go

back, and trying to reassure oneself that what is happening. It is possible that it will happen, and that the individual is not the only one to whom these things or setbacks happen, but rather everyone, and reminding oneself that nothing is permanent.

The Effects that Having a Son with a Disability Has on the Family

Psychological Effects: shock, anger, depression, feelings of guilt, severe psychological pressure, tension, and self-blame or blame on the other party.

Economic Effects: The presence of a disabled child in the family requires more requirements than other normal children, and these requirements are often permanent, thus adding to the family economic financial burdens and great material difficulties as a result of the need for special tools and special programs.

Social Effects: The presence of a child with a disability causes disputes between parents, imposes societal restrictions on them, and negatively affects the lives of the disabled child's siblings, as they isolate themselves from society and its activities (Yahya, 2010).

The stages that the family of a disabled child goes through to accept the disability are in five stages:

The First Stage: The stage of shock, denial, and disbelief, as the parents experience feelings of guilt and shame and try to deny the child's disability and question the accuracy of the diagnosis, with frequent visits to doctors and specialists to search for a diagnosis that they can accept.

The Second Stage: The stage of anger and resentment, in which the parents express their dissatisfaction with individuals and institutions that provide services for people with special needs that their child needs, with friends, and

with families with ordinary children, and they direct their anger at everyone who has anything to do with diagnosing the child's condition or who talks about his disability in one way or another.

The Third Stage: The bargaining stage, which is the first stage of accepting the child's disability. They carefully implement the instructions of doctors and specialists in the hope that what happened to their son can be cured or its severity can be reduced, and they turn to God to heal and restore him.

The Fourth Stage: The stage of depression, in which the parents begin to accept the bitter reality of the son's disability, while losing hope that his condition will change, and feeling sad about his condition, while seeing only his shortcomings.

The Fifth Stage: The stage of acceptance, in which the parents try to identify the positive aspects of the child and show them, and they know that this is a test that they must be patient with, while working to confront the child's disability, training and caring for him, and dealing with him in a positive way to compensate for his shortcomings (Abdel Moaty and Abu Qalla, 2011).

Previous Studies

The study by Mahmoud and Hassan (2022) aimed to find out the relationship between mental wandering and the sense of cohesion among a sample of mothers of children with mental and intellectual disabilities and the adaptive behavior of their children. The researchers chose a sample of mothers numbering 76 children's mothers with mental disabilities, whose ages ranged between (21 -58) years and 76 children aged between (3-6) years. The researchers used Aron's sense of cohesion scale, in its brief form, translated by Yousfi (2020), in addition to the comparative descriptive approach, the two

researchers concluded that there is a direct relationship between mothers' sense of cohesion and children's adaptive behavior.

Ahmed's study (2020) indicated an understanding of the effect of acceptance and commitment therapy in developing a sense of cohesion among children's parents with autism. In this study, the researcher used the experimental method on a basic sample of 86 mothers of children with autism, aged between 32-45, and the study sample. The experimental group was 14 in number and he applied the Antonovsky's Sense of Cohesion Scale and the Arabization and codification of the researcher. The results of the study were as follows: There are statistically significant differences between the average ranks of the experimental group's scores and the average ranks of the control group's scores in the post-measurement on the sense of cohesion scale.

Babahmo's study (2019) indicated the level of sense of cohesion among mothers of children who suffer from mental disability and autism, using the descriptive approach and the Aron Antonovsky's Sense of Cohesion Scale, on a sample of 40 mothers who were chosen intentionally from special centers for disabled children and psychological clinics, and concluded. The researcher indicated that there was a low level of cohesion among the research sample.

The study of Damgård, et. al. (2016) indicated knowledge of the relationship between optimism, psychological cohesion, and stress. The sample was 45 parents of children with cerebral palsy. The measure was Aaron's psychological cohesion and the experimental method. The results showed that before the program there was a strong relationship between stress, optimism, and cohesion. Parents have a low level of psychological cohesion and a low level of optimism, in addition to high levels of tension and stress.

The study by Pareek & Jindal (2014) aimed to find out the relationship between the sense of cohesion and coping methods among parents who have children with autism. The sample was 30 mothers and 30 fathers, aged between 30 and 40 years. The researcher used the Sense of Cohesion Scale by Aaron Antonovsky in addition to the coping scale and the comparative descriptive approach. The result was that parents had a low level of cohesion, but mothers more and mothers found their lives more difficult than fathers and were more concerned about their children in the future.

The Procedures of the Study

Carrying out a scientific study requires following scientific and methodological steps in order to reach more reliable results. Therefore, in this chapter, the researchers reviewed the methodological procedures by defining the approach followed in the study, the study sample, the study tool, how to build it, its psychometric properties, and testing the study hypotheses to reach the results.

The Method of Study

In light of the nature of the study, the researchers used the descriptive, correlational, comparative approach, which collects data and attempts to analyze, interpret, and compare it in order to measure and know the impact of the apparent factors and events under study with the aim of drawing conclusions and predicting the behavior of the phenomenon in the future. The researchers focused on studying the relationship between psychological cohesion and variables (relatedness - level), education - age - marital status) for children's parents with disabilities, and therefore the descriptive, correlational, comparative approach is one of the most appropriate approaches for the type of study.

The Population of the Study

The study population consisted of parents of children with disabilities (fathers and mothers) in Al-Ahsa Governorate in the year 1446 AH, where their number reached 806 children's parents with various disabilities (such as autism, visual disability, hearing disability, mental disability, cerebral palsy, physical disability, hyperactivity, and attention deficit disorder) from The following places:

Table No. (1): Shows the total of the sample population

The Place	The Number of Students	Full of	Sample Number from the Centre
Autism Institute	151		76
Fifth Intermediate School in Mubarraz	40		20
Primary 15 in Mubarraz	46		23
Al Noor Institute	53		26
Oasis Center	240		120
Association of the Disabled	129		65
Elite Center	147		73
Total Number	806		403

The sample of the Study

Survey Sample

It consisted of 70 children's parents with disabilities in Al-Ahsa Governorate.

Basic Sample

It consisted of 403 children's parents with disabilities, numbering 306 mothers and 97 fathers, representing 50% of the sample population. In Al-Ahsa Governorate, they were selected in a stratified random manner, where centers,

institutes and schools were identified by the researchers, and the letter was sent by the Education Department in Al-Ahsa. The sample was random from these areas.

Sample Characteristics according to the Kinship Variable

Table No. (2): Shows the characteristics of the sample according to the kinship variable.

Kinship	Repetition	Ratio
Mother	306	75.9%
Father	97	24.1%
The Total	403	100.0%

It is clear from the following table that the sample consisted of 306 mothers (75.9%) and 97 fathers (24.1%).

Characteristics of the sample according to the guardian's age variable

The following table shows the characteristics of the research sample according to the guardian's age variable:

Table No. (3): Shows the characteristics of the sample according to the guardian's age variable.

Father's/Mother's Age	Repetition	Ratio
Less than 25	15	3.7%
From 26-35	147	36.5%
From 36-45	162	40.2%
From 46 and Over	79	19.6%
The Total	403	100.0%

Characteristics of the sample according to the marital status variable

The following table shows the characteristics of the research sample according to the marital status variable:

Table No. (4): Shows the characteristics of the sample according to the marital status variable.

Marital Status	Repetition	Ratio
Married	362	89.8%
Separated	27	6.7%
Widowed	14	3.5%
The Total	403	100.0%

-Characteristics of the sample according to the educational level variable:

The following table shows the characteristics of the research sample according to the educational level variable

Table No. (5): Shows the characteristics of the sample according to the educational level variable.

Education	Repetition	Ratio
Uneducated	6	1.5%
Primary	20	5.0%
Intermediate	25	6.2%
Secondary	151	37.5%
University	178	44.2%
Postgraduate Studies	23	5.7%
The Total	403	100.0%

Tools of the Study

Psychological Cohesion Scale

The psychological cohesion scale prepared by Aaron Antonovsky (1987) translated by Dr. Hadda Yousfi (2018). The researchers prepared and refined the scale so that it suits the study sample according to the following steps:

1- Determine the Goal of the Measure

It measures the level of psychological cohesion among children's parents of with disabilities.

2-Measure Description

This scale was prepared by Aaron Antofsky and has 13 phrases. It measures three dimensions of psychological cohesion: the dimension of a sense of clarity, a sense of docility, and a sense of meaning.

Table No. (6): Shows the distribution of the five-point Likert scale for the psychological cohesion scale.

Five-point Likert Scale					
The Answer	Always	Mostly	Sometimes	Rarely	Never
The Weight	4	3	2	1	0

In order to correct the answers to the scale, five categories were identified to answer each item and they were corrected according to the following: (Always 4 degrees, often 3 degrees, sometimes 2 degrees, rarely 1 degree, never 0 degrees). The scale in the final form consists of 12 statements distributed over three dimensions: A statement was deleted because it was not appropriate for the sample.

Applying the Scale to the Survey Sample

The scale was applied to a sample of 70 children's parents with disabilities in Al-Ahsa Governorate as an exploratory sample in order to ensure the suitability of the scale for the study sample. The psychometric properties of the psychological cohesion scale were:

Internal Consistency

Internal consistency was calculated as an indicator of the validity of the scale on the survey sample of children's parents with disabilities, and the results were as shown in the following table:

Table (7): Correlation coefficients between the phrases of the psychological cohesion scale and the total score of the dimension and between the dimension and the total score of the scale on the exploratory sample.

Sense of Clarity		Feeling Willing		Sense of Meaning		Distance	Total Score
1	.710**	6	.843*	9	.822**	Sense Of Meaning	.621**
2	.785**	7	.905*	10	.850**	Feeling Willing	.547**
3	.853**	8	.736*	11	.693**	Sense Of Clarity	.897**
4	.871**			12	.699**		
5	.701**						

** Significant at level (0.01)

Stability The stability of the Psychological Cohesion Scale was confirmed using Cronbach's alpha coefficient and splitting the scale's total score and its sub-dimensions as shown in the following table:

Table (8): shows the reliability of the psychological cohesion scale.

Distance	Alpha Coefficient	Half Retail
Sense of Meaning	.842	.802
Feeling Willing	.761	.885
Sense of Clarity	.788	.798
Total Score	.891	.899

The following table shows that the values of the reliability coefficients for the total score of the Psychological Cohesion Scale and its sub-dimensions, whether using the Cronbach's Alpha Method or splitting in half using the Spearman-Brown Method are acceptable as the values of the reliability coefficients using the Cronbach's Alpha Method ranged between (0.761-0.842) and the split-half was between (0.798-0.885), and for the scale as a whole it reached reliability value using Cronbach's Alpha Coefficient (0.891) and split-half reliability (0.899), which expresses acceptable stability of the scale.

From all the previous procedures, it is clear that the scale is valid for application to members of the primary sample of the research to obtain data and analyze it to reach the research results.

Analyzing and Discussing Hypotheses

Results of the first hypothesis: which states, "The level of psychological cohesion among parents of children with disabilities is characterized by low."

The standard deviation, arithmetic mean, and weighted average were calculated for the psychological cohesion of parents of children with disabilities, and Table (10) shows this.

Table (9): Standard deviation, arithmetic mean, and weighted average of psychological cohesion among parents of children with disabilities

Variable	Average	Standard Deviation	Weighted Average	Level*
Sense of Meaning	9.50	4.87	1.90	Middle
Feeling Willing	6.90	3.20	2.30	Middle
Sense of Clarity	9.76	3.67	2.44	Middle
Psychological Cohesion	26.17	10.27	2.18	Middle

It is clear from Table (9) that the level of psychological cohesion among children's parents with disabilities and its dimensions (sense of meaning, sense of voluntariness, sense of clarity) were average.

It is clear from the previous table that the phrase “When some events occurred, I evaluated them correctly” come at a low level, as the lowest expression with a mean of (1.47), while the phrases came (The things I do every day make me feel pain and boredom, I feel that I am in an unusual situation and I do not know what to do, and I feel there is no meaning in the daily activities that I do in my life) at a high level, as the highest statements with arithmetic mean (2.42, 2.43, 2.55).

The level of psychological cohesion among children's parents with disabilities and its dimensions (sense of meaning, sense of docility, sense of clarity) is average, and this was demonstrated by calculating the standard deviation, arithmetic mean, and weighted average of psychological cohesion

among parents of children with disabilities, it differed with the studies of: (Mahmoud & Hassan, 2022), a study by (Ahmed, 2020), a study by (Babahamou, 2019), a study by (Damgård, etal., 2016). The level of psychological cohesion was low.

This result indicated that psychological cohesion was variable depending on the surrounding circumstances, the type of disability, and the extent of their severity. Some disabilities range between mild, moderate, or severe, in addition to the way of dealing with stressful situations. The different educational level in the sample has a role in their view and expectations of events and stimuli, and dealing with it rationally or not, and this directly affects psychological cohesion, and also the difference in the age of the sample may have formed some kind of what is called Habituation or their ability to adapt to living conditions and environment. In addition to the difference in the personal traits of the sample members and their social upbringing, makes the individuals range between medium, low, and high cohesion. This may enhance the interpretation of the rational-emotional theory, which states that individuals are responsible for their actions through the mechanism of their thinking and their view of themselves. The difference in individuals and the difference in thinking and characteristics may contribute to determining the average level of psychological cohesion among the sample members.

Analysis and discussion of the result of the second hypothesis: which states: “There are statistically significant differences between the psychological cohesion of children's parents with disabilities depending on the kinship variable, in favor of the parents.” The differences between the groups were calculated for each variable separately as follows: To verify the hypothesis according to the kinship variable (mother-father), the “T” test was calculated, and Table (11) shows the arithmetic mean and standard deviation of

psychological cohesion among the parents of children with disabilities and their dimensions according to For the kinship variable.

Table (10): Arithmetic means, standard deviations, T-test for psychological cohesion and their dimensions according to the kinship variable

Relevance		Number	Arithmetic Average	Standard Deviation	T-Test	Significance Level
Sense of clarity	Mother	306	9.14	4.65	-2.657	0.008
	Father	97	10.64	5.36		
Feeling Willing	Mother	306	6.63	3.19	-3.003	0.003
	Father	97	7.74	3.11		
Sense of Meaning	Mother	306	9.70	3.63	-0.598	0.550
	Father	97	9.96	3.83		
Psychological Cohesion	Mother	306	25.48	9.99	-2.404	0.017
	Father	97	28.34	10.87		

It is clear from Table (10) that there are differences between the kinship groups (mother-father) for the psychological cohesion variable as a whole and its dimensions (sense of clarity and sense of obedience), where the “T” value was (2,404, 2,657, 3,003) respectively, which is significant at 0.05 and in favor of fathers, where the arithmetic mean values for fathers were (28.34, 10.64, 7.74) and for mothers (25.48, 9.14, 6.63), while there were no significant differences at the 0.05 level in the (sense of meaning) dimension.

To verify the hypothesis according to the kinship variable (mother-father), the T-test and the arithmetic mean and standard deviation were calculated for the psychological cohesion of the children's parents with disabilities and their

dimensions according to the kinship variable. The result showed that there were differences between the kinship groups (mother-father). For the psychological cohesion variable as a whole and its dimensions (sense of clarity and sense of voluntariness) and in favor of parents, while there were no significant differences in the dimension (sense of meaning). The study (Damgård, et al., 2016) and the study (Pareek & Jindal, 2014) agreed on this.

The researchers believe that the reason for this is that fathers have the ability to face circumstances, no matter how difficult they are, and the ability to adapt to them more flexibly than mothers, or this may be due to fathers not disclosing their true feelings about the matter and trying to show their strong side or their ability to control their emotions, as the rational-emotional theory sees it, or perhaps the parents' sense of responsibility and striving to maintain balance makes things more cohesive.

- Analyzing and discussing the result of the Third hypothesis: which states: "There are statistically significant differences between the psychological cohesion of children's parents with disabilities depending on the marital status variable."

To verify the hypothesis according to the marital status variable (married - separated - widowed), a one-way ANOVAs analysis of variance was calculated between the groups, and Table (11) shows the analysis of variance between the groups for the study sample.

Table (11): One-way analysis of variance for psychological cohesion and its dimensions between groups according to the marital status variable

Variable	Source of	Sum of Squares	Degrees of	Mean Squares	F Value	Significance Level
Sense of Clarity	Between	53.203	2	26.601	1.124	0.326
	Within	9467.542	400	23.669		
	As a	9520.744	402			
Feeling Willing	Between	45.779	2	22.889	2.251	0.107
	Within	4068.251	400	10.171		
	As a	4114.030	402			
Sense of Meaning	Between	1.984	2	0.992	0.073	0.929
	Within	5424.622	400	13.562		
	As a	5426.605	402			
Psychological Cohesion	Between	197.427	2	98.713	0.936	0.393
	Within	42203.099	400	105.508		
	As a	42400.526	402			

It is clear from Table (11) that there are no differences between the social status groups in psychological cohesion as a whole and its dimensions (sense of clarity, sense of voluntariness, sense of meaning).

To verify the hypothesis according to the marital status variable (married - separated - widowed), a one-way analysis of variance was calculated between the groups. One Way ANOVAs and the arithmetic mean and standard deviation of psychological cohesion and their dimensions according to the marital status variable. The result showed that there were no differences between the marital status groups in psychological cohesion as a whole, and its dimensions (sense of clarity, sense of docility, sense of meaning) and this confirms the equal psychological cohesion of the parents despite the difference in marital status: married, divorced, or separated, as they have the same psychological cohesion is of a medium level. Perhaps the reason is the attempt of the fathers or mothers, or both, to maintain a certain level of cohesion in order to preserve the balance of the family and thus the ability to confront things that may happen, or this may

include the individuals' personal characteristics and the extent of their ability to acceptance of matters, the mechanism of dealing with them, the individual's view of things, his way of thinking, and the individual's view even of himself.

-Analyzing and discussing the result of the Fourth hypothesis: which states: "There are statistically significant differences between the psychological cohesion of parents of children with disabilities depending on the educational level variable."

To verify the hypothesis according to the educational level variable (uneducated, primary, intermediate, secondary, university, postgraduate), a One Way ANOVAs analysis of variance was calculated between the groups, and Table (12) shows the analysis of variance between the groups for the study sample.

Table (12): One-way analysis of variance for psychological cohesion and its dimensions between groups according to the educational level variable

Variable	Source of	Sum of Squares	Degrees of	Mean Squares	F Value	Significance Level
Sense of Clarity	Between	516.271	5	103.254	4.552	0.000
	Within	9004.474	397	22.681		
	As a	9520.744	402			
Feeling Willing	Between	106.675	5	21.335	2.114	0.063
	Within	4007.355	397	10.094		
	As a	4114.030	402			
Sense of Meaning	Between	84.632	5	16.926	1.258	0.281
	Within	5341.973	397	13.456		
	As a	5426.605	402			
Psychological Cohesion	Between	1542.367	5	308.473	2.997	0.011
	Within	40858.159	397	102.917		
	As a	42400.526	402			

It is clear from Table (12) that there are differences between the educational level groups (uneducated, primary, intermediate, secondary, university,

postgraduate studies) in psychological cohesion as a whole and the dimension (sense of clarity) and that there are no differences between the educational level groups in the two dimensions (sense of voluntariness, feeling meaning).

The Schvey method was used for multiple comparisons between means to determine the direction of significance of the differences in psychological cohesion for the educational qualification variable, and Table (13) shows this.

Table (13): shows multiple comparisons between means to determine the direction of the differences in psychological cohesion for the educational qualification variable

Educational Qualification		Mean Differences
Uneducated	Primary	3.22
	Intermediate	0.01
	Secondary	6.47
	University	6.59
	Postgraduate Studies	8.78
Primary	Uneducated	-3.22
	Intermediate	-3.21
	Secondary	3.25
	University	3.38
	Postgraduate Studies	5.56
Intermediate	Uneducated	-0.01
	Primary	3.21
	Secondary	6.46 [*]
	University	6.59 [*]
	Postgraduate Studies	8.77 [*]
Secondary	Uneducated	-6.47
	Primary	-3.25

	Intermediate	-6.46*
	University	0.12
	Postgraduate Studies	2.30
University	Uneducated	-6.59
	Primary	-3.38
	Intermediate	-6.59*
	Secondary	-0.12
	Postgraduate Studies	2.18
Postgraduate Studies	Uneducated	-8.78
	Primary	-5.56
	Intermediate	-8.77*
	Secondary	-2.30
	University	-2.18

It is clear from the previous table that there are differences in psychological cohesion between the educational level groups (intermediate, secondary, university, and postgraduate) in favor of parents whose educational qualifications are average.

To verify the hypothesis according to the educational level variable (uneducated, primary, intermediate, secondary, university, postgraduate), a one-way analysis of variance was calculated between the groups, and the arithmetic mean and standard deviation of psychological cohesion and its dimensions were calculated according to the educational level variable. The result showed that there were differences between educational level groups (uneducated, primary, intermediate, secondary, university, postgraduate) in psychological cohesion as a whole and after (sense of clarity) and there were no differences between

educational level groups in dimensional (feeling of malleability, sense of meaning).

There are differences in psychological cohesion between educational level groups (intermediate, secondary, university, and postgraduate) in favor of parents whose educational qualifications are average. This indicates that the higher the educational level (secondary, university, and postgraduate), the lower the level of psychological cohesion. The highest may make the individual fully informed, aware, and knowledgeable about matters, appreciate the extent of the risks, and know the possible negatives that may affect the individual or the family due to the condition, which may make him feel more responsible, and be in thinking. Constant research, striving and striving to reach appropriate solutions, most of this falls on the individual, making him more vulnerable to cracking and destabilizing cohesion.

-Analyzing and discussing the result of the Fifth hypothesis: which states: “There are statistically significant differences between the psychological cohesion of parents of children with disabilities depending on the age variable.”

To verify the hypothesis according to the age variable (less than 25, from 26 to 35, from 36 to 45, from 46 and over), a One Way ANOVAs was calculated, and Table (14) shows the analysis of variance between the groups for the study sample.

Table (14): One-way analysis of variance for psychological cohesion and its dimensions between groups according to the variable age

Variable	Source of	Sum of Squares	Degrees of	Mean Squares	F Value	Significance Level
Sense of Clarity	Between	316.062	3	105.354	4.567	0.004
	Within	9204.683	399	23.069		
	As a	9520.744	402			

Feeling Willing	Between	29.204	3	9.735	0.951	0.416
	Within	4084.826	399	10.238		
	As a	4114.030	402			
Sense of Meaning	Between	95.190	3	31.730	2.375	0.070
	Within	5331.416	399	13.362		
	As a	5426.605	402			
Psychological Cohesion	Between	989.920	3	329.973	3.179	0.024
	Within	41410.606	399	103.786		
	As a	42400.526	402			

It is clear from Table (14) that there were differences between the age groups in psychological cohesion as a whole and the dimension (sense of clarity), and that there were no differences in the dimensions (sense of voluntariness, sense of meaning). The Schveh method was used for multiple comparisons between means to determine the direction of significance of the differences in psychological cohesion, and Table (15) shows the results of the Schveh Test.

Table (15): shows multiple comparisons between means to determine the direction of the differences in psychological cohesion for the age variable

The Age		Differences
Less than 25	From 26-35	-0.82
	From 36-45	-2.20
	From 46 and Over	-5.04
From 26-35	Less than 25	0.82
	From 36-45	-1.38
	From 46 and Over	-4.22*
From 36-45	Less than 25	2.20
	From 36-45	1.38
	From 46 and Over	-2.84*
From 46 and Over	Less than 25	5.04
	From 26-35	4.22*
	From 36-45	2.84*

It is clear from the previous table that there are differences between those aged 46 and over in psychological cohesion and those aged 26 to 35, from 36 to 45, in favor of those aged 46 and over.

To verify the hypothesis according to the age variable (less than 25, from 26 to 35, from 36 to 45, from 46 and over), a one-way analysis of variance was calculated between the groups, and the arithmetic mean and standard deviation of psychological cohesion and its dimensions according to the age variable, and the result showed that there were differences between age groups in psychological cohesion as a whole and the dimension (sense of clarity), and no differences in the two dimensions (sense of malleability, sense of meaning).

There are differences between those aged 46 and over in psychological cohesion and those aged 26 to 35, from 36 to 45, in favor of those aged 46 and over. This may be due to the experience and ability to psychological cohesion enjoyed by those at a higher age, as they have the ability to adapt to new and sudden life situations, or perhaps because of the presence of older brothers around the disabled son, and thus dividing these tasks among several family members helps them stay away from pressures and thus raise their level of cohesion, or perhaps they have no fear of repeating the experience of having children again compared to families that are just beginning to form.

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