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Obstacles to Psychological Care Services and their Relationship to Psychological Compatibility

The Category of People with Mental Disabilities in Schools of Intellectual Education in Jazan Region

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Abstract

This work aims to study the obstacles of psychological care services and their relationship to psychological compatibility among the category of people with mental disabilities in the schools of intellectual education Jazan region, in the period between November 2019 to November 2020. The study population included principals of intellectual schools and parents of people with special needs in schools of thought. We used the comprehensive survey method to select the sample from (19) parents of people with special needs in schools of intellectual education in the region. The descriptive approach has been exploited to assist in the collection, analysis and evaluation process, using the psychological compatibility scale and a questionnaire designed by the researchers and analyzed by the Statistical Package for Social Sciences (SPSS) program.

The most important finding of the study is that 60% of the general form of schools of thought is modern and that 80% of the offices are allocated to staff working in the school. 60% of psychosocial services are available and 40% of medical services are not available. The study indicated that 47% of the children with disabilities have difficulty adapting to others, and that 52.6% of parents face difficulties in understanding what the disabled child needs. The study also concluded that 73.3% of parents feel anxious because their child's cannot control their movement while walking. 41.2% of the disabled child's inability to focus and pay attention for a long time. The work presented here provides a basis for diagnosing psychological conditions and helps to understand the challenges of intellectual schools around the region.

Keywords: Mental disabilities, Schools of Intellectual education, Jazan.



ملخص البحث

يهدف هذه البحث الى دراسة معوقات خدمات الرعاية النفسية وعلاقتها بالتوافق النفسي لدى فئة ذوي الاعاقة العقلية بمدارس التربية الفكرية بمنطقة جازان ما بين نوفمبر 2019-2020. مجتمع الدراسة الكلي من الجنسين الذي يبلغ عددهم (1143) , استخدم الباحثان المنهج الوصفي في عملية الجمع والتحليل , واشتمل مجتمع الدراسة على بعض من مدراء المدارس الفكرية في اختيار العينة (19) من أولياء أمور ذوي الاعاقة العقلية بمدارس التربية الفكرية , باستخدام مقياس التوافق النفسي واستبانة من تصميم الباحثة لجمع البيانات المتعلقة بالدراسة وتم تحليلها بواسطة برنامج الحزمة الاحصائية للعلوم الاجتماعية (spss), وباستخدام اختبار معامل ارتباط بيرسون. أهم ما توصلت إليه الدراسة هو أن 60٪ من الشكل العام للمدارس الفكرية حديثة وأن 80٪ من المكاتب مخصصة للموظفين العاملين في المدرسة. 60٪ من الخدمات النفسية والاجتماعية متوفرة و 40٪ من الخدمات الطبية غير متوفرة. وأشارت الدراسة إلى أن 47٪ من الأطفال ذوي الإعاقة يجدون صعوبة في التكيف مع الآخرين ، وأن 52.6٪ من الآباء يواجهون صعوبات في فهم احتياجات الطفل المعاق. وخلصت الدراسة أيضًا إلى أن 73.3٪ من الآباء يشعرون بالقلق لأن أطفالهم لا يستطيعون التحكم في حركتهم أثناء المشي. 41.2٪ من الأطفال المعوقين عجزهم عن التركيز والانتباه لفترة طويلة. يوفر العمل المقدم هنا أساسًا لتشخيص الحالات النفسية ويساعد على فهم تحديات المدارس الفكرية في جميع أنحاء المنطقة.

كلمات مفتاحية: الإعاقات العقلية ، مدارس التربية الفكرية ، جازان.



Introduction

People with special needs find great and special interest in most countries of the world, and if the human view includes a wide range in that interest,(Tawfig, 1999) the health, social, educational and economic repercussions constitute an important dimension that made many countries of the world pass the laws that preserve these groups(Al-Bataniya, 1995).

The Kingdom of Saudi Arabia KSA is one of the first countries interested in care and qualification of groups with special needs(WHO,1990). The population of the Arab world in 1999 was about 275 million, and the number of the handicapped reached about 27 million persons with disabilities(Al-Dossan,1974), even though the percentage of those suffering from disabilities in the Arab countries is estimated at about 10% of the total population, but those who have the necessary services do not exceed about 2%. Statistics published by the World Health Organization confirmed that at least 15% of all children are born with a physical or mental handicap or acquire them to a degree that makes them in urgent need of special assistance in order to practice normal daily life (Sheiger& Charles,2005).

The care and provision of psychological, training and rehabilitation services represents a great importance in helping people with special needs in compatibility and dealing with the environment around them (Fahmy,2000), and that these services need a special type and method of presentation that meets the type and level of disability(Ghunaim,1977), which requires bearing a lot of costs and efforts that are made to provide those services to make these individuals optimized, compatible and dependent on themselves for many of their lives(Sheiger ,2005).

Attention to the handicaps of people with special needs is a great effort, as it needs concerted efforts, but in the modern era, this development has been linked to progress in the field of psychology and to the development of the psychological measurement movement and various educational methods(Zahran ,2005).. From the cities and the lack of frameworks qualified to provide these services, and that there are not a few groups of society members still adopt negative attitudes towards those groups, and there are some limitations in the ability to limit and record the numbers of people with special needs(Okasha, 1973)..



The importance of the study

The importance of the study can be summarized in the following points:

- Determining the shortage of frameworks specialized in providing psychological care services that benefit those in charge of identifying them and determining their requirements from these frameworks.
- Preparation and implementation of training programs for in-service personnel.
- Evaluating the standards and specifications of psychological care services for people with special needs that benefit officials in following up and reviewing the work of intellectual education schools.
- Clarifying the problems facing families with people with special needs enables the development of recommendations to address these problems.
- Clarifying the differences in the availability of means and tests used in the classification and diagnosis process for people with special needs, helps in identifying deficiencies in them and providing the intellectual schools that are available, which helps in cooperation between the different intellectual schools.

Objectives of the study

A general objective

Study and identify the most important obstacles to care services and their relationship to psychological compatibility among the category of people with mental disabilities in schools of intellectual education.

Special objectives

- Evaluating the obstacles facing the specialists in providing psychological care services for the category of people with mental disabilities in schools of intellectual education
- Studying the problems facing families with special needs that are related to psychological care services for the category of people with mental disabilities in schools of intellectual education.
- Study the availability of tests and diagnostic methods in schools of intellectual education.
- Evaluating the level of deficiency in the availability of frameworks specialized in providing psychological care services in schools of intellectual education.



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- Evaluating schools of intellectual education in terms of engineering design of buildings.
- Study the differences between intellectual education schools and centers in providing social care for the mentally handicapped.
- Study the differences between schools of intellectual education and centers in providing medical care for people with special needs.
- Study the differences between schools of intellectual education and centers in the availability of frameworks specialized in providing psychological care services for people with special needs.



Problem of the study

The World Health Organization raises the slogan (health for all), a strategy for health with the beginning of the twenty-first century, as this slogan did not find a way to equalize the disabled person with others(WHO1990) ..

Disabled people in most parts of the world still suffer from obstacles related to obtaining the psychological(Daf Allah,2000), health, social and educational services they need(Alshakhsi & Al-Sartawi's,1998).

The Kingdom of Saudi Arabia has become- like other countries -concerned with caring for people with special needs. The researcher notices the increasing number of schools of intellectual education.

Thus, the problem of the study lies in the following questions:

- Is there a shortage of frameworks for providing mental care services for the mentally handicapped category for schools of intellectual education?
- Are there obstacles facing specialists in providing psychological care services for the mentally handicapped category for schools of intellectual education?
- Do families with mental disabilities face problems related to psychological care services in schools of intellectual education?
- Do schools of intellectual education lack the category of mental disability to provide tests and diagnostic methods?
- Do schools lack intellectual education to take care of people with special needs to take into account the engineering designs of the building that allow the provision of psychological care services for people with mental disabilities?

Hypotheses of study

- There is a lack of availability of frameworks specialized in providing psychological care services in schools of intellectual education for people with mental disabilities.

Preparing and implementing training programs for in-service workers

- Families of people with special needs face obstacles associated with mental care services, the gesture of mental disability in schools of intellectual education.



- There are obstacles facing specialists in providing psychological care services in schools of intellectual education for people with mental disabilities.
- Schools of intellectual education for people with special needs lack the provision of tests and diagnostic methods.
- Schools of intellectual education for the care of people with special needs lack due regard to the engineering designs of the building, which allow the provision of psychological care services for people with mental disabilities
- There are statistically significant differences in the availability of psychological care services for people with mental disabilities between schools of intellectual education and centers.
- There are statistically significant differences in the availability of social care services for people with special needs between schools of intellectual education and centers.
- There are statistically significant differences in the availability of frameworks for providing psychological care services for people with special needs between schools of intellectual education and centers.

Study Methodology

This study is based on the descriptive analytical methodology, which is suitable for verifying the study hypotheses.

The limits of the study

The study works to clarify the obstacles facing psychological care services for people with special needs for the category of mental disability in schools of intellectual education in the Jazan region according to the following limits:

Place: All regions of Jizan.

Time: November 2019 - November 2020

Objectively: The selected sample and using specific measures related to the study.

Study tools

The questionnaire: - Prepared by the researcher.

Interview and notes.

Study Approach :

The researcher followed the descriptive and analytical method, which is concerned with the existing relationships, describing and interpreting them.

Study population

The study population is represented by people with special needs (for the mental disability category) in schools of intellectual education and the total study community of both sexes, whose number is (1143). From September 2019 to September 2020.

Study tools

The researcher relied, in collecting the necessary information and data, on the following tools.

Initial data form

The form contains study variables (age, housing, region, number of children with disabilities).

Psychological compatibility scale

In our current study, the questionnaire measures the level of psychological compatibility among parents of mentally disabled people in schools of intellectual education in light of their awareness of mental disability (Zahrn, 2005). The researcher designed it after reviewing the theoretical side regarding psychological compatibility measures such as a questionnaire prepared by Zainab Choucair (Choucair, 2003). With regard to identifying obstacles to psychological care services in schools and intellectual education, the questionnaire contains in its

final form 29 items, divided into two dimensions, after personal agreement and after social consensus.

Study tools

In collecting the necessary information and data, the researcher relied on the following tools.

Initial data form

The form contains study variables (age, housing, region, number of children with disabilities). The personal dimension includes item 19, ranked from 4--14, and the focus has been on these two dimensions to find out the level of the impact of disability on the personal aspect of an individual's life because they affect identifying barriers to psychological services and also their impact on academic compatibility. The alternatives to the measurement are (yes) and (no) and (sometimes) and it consists of scores (1) (2) (3) in the case of the positive item, an example illustrates that.

Alternatives to the Psychological Compatibility Scale

Dimensions	Items	Yes	No	Sometimes
Personally agree	I am concerned that my disabled son cannot control his movement while walking and is prone to falling			
Social compatibility	He showed the positive aspects of my son with a disability to the society despite his disability			



Statistical Analysis

Ferries	Arithmeti c mean	Value (v)	Degree of freedom	The probabilit y value
1 / Enjoy helping my disabled son	1.21	8.367	18	.000
2 / I feel bad for not being able to teach my disabled son how to deal with his peers	2.21	10.500	18	.000
3 / Has a competitive spirit while playing	1.74	11.587	18	.000
4 / I try to make myself happy	1.05	20.000	18	.000
5 / I follow him intently outside and inside the house	1.21	8.367	18	.000
6 / Despite my son's disability, I find myself a happy person	1.21	8.367	18	.000
7 / I find it difficult to instill the motivation for education in my disabled son	2.05	11.473	18	.000
8 / Loved by others	1.21	8.367	18	.000
9 / He destroys his toys when angry	2.47	13.961	18	.000
10 / He acts as a leader in play	2.26	13.449	18	.000
11 / Be sure to eat healthy and good food	1.32	9.848	18	.000
12 / It hurts me the inability of my disabled son to focus and pay attention for a long time	1.68	10.940	18	.000
13 / I don't know how to make my son trust himself	1.89	11.199	18	.000
14 / I get upset when I cannot teach my disabled son how to express feelings	1.89	10.205	18	.000
15 / I feel that my family's social situation will be affected because of my disabled son	2.63	16.771	18	.000

Study Approach :

The researcher followed the descriptive and analytical method, which is concerned with the existing relationships, describing and interpreting them.



Study population

The study population is represented by people with special needs (for the mental disability category) in schools of intellectual education and the total study community of both sexes, whose number is (1143). From September 2019 to September 2020.

Study tools

16 / Maintains property outside and inside the home	1.37	8.721	18	The resea.000
17 / is nervous	2.42	13.732	18	.000
18 / I have difficulties understanding what my disabled son wants	2.37	13.568	18	.000
19 / I am concerned that my disabled son cannot control his movement while walking and he is liable to fall	2.53	13.091	18	.000
20 / It is difficult for my disabled father to adapt to others	2.42	17.386	18	.000
21 / I feel embarrassed when I talk to others about my disabled son	2.79	22.714	18	.000
22 / The actions of my disabled son cause me embarrassment with others	2.74	21.229	18	.000
23 / If guests come to the house, do not go out to greet them	2.68	24.500	18	.000
24 / He always sits alone	2.53	15.806	18	.000
25 / My son with a disability is a lot of movement needs constant guidance and supervision	2.32	13.472	18	.000
26 / My son is disabled, moody and difficult to deal with	2.47	13.961	18	.000
27 / My disabled son feels nervous when I take him to public places	2.53	13.091	18	.000
28 / Show the positive aspects of my son with a disability to the community despite his disability	1.26	9.798	18	.000
29 / Handicapping my son is a measure of God and I am satisfied with that	1.05	20.000	18	.000

Test hypotheses of the study

The first hypothesis

There is a lack of frameworks specialized in providing psychological care services in intellectual education schools for the category of people with mental disabilities.

From the above table, we find that the significance value is equal to (0.000) and it is less than the level of significance (0.05). Therefore, we accept the assumption that (there is a lack of frameworks specialized in providing psychological care services in intellectual education schools for the category of people with mental disabilities.

The second hypothesis

Preparing and implementing training programs for in-service workers

From the above table, we find that the significance value is equal to (0.000), which is less than the level of significance (0.05). Therefore, we accept the assumption that says (preparation and implementation of training programs for in-service workers.

The third hypothesis

Families of people with special needs face obstacles related to psychological care services for mental disability gestures in schools of intellectual education.

From the above table, we find that the significance value is equal to (0.000) and it is less than the level of significance (0.05). Therefore, we accept the assumption



that (families of people with special needs face obstacles related to psychological care services for the mental disability gesture in schools of intellectual education.

The fourth hypothesis

There are obstacles facing specialists in providing psychological care services in intellectual education schools for the category of people with mental disabilities.

From the above table, we find that the significance value is equal to (0.000) and it is less than the level of significance (0.05) and therefore we accept the assumption that (there are obstacles that face specialists in providing psychological care services in schools of intellectual education for the category of people with mental disabilities).

The fifth hypothesis

There are statistically significant differences in the availability of psychological care services for people with mental disabilities between schools of intellectual education and centers.

From the above table, we find that the significance value is equal to (0.000) and it is less than the level of significance (0.05). Therefore, we accept the assumption that (there are statistically significant differences in the availability of psychological care services for the category of people with mental disabilities between schools of intellectual education and centers).



The sixth hypothesis

There are statistically significant differences in the availability of social care services for people with special needs between schools of thought education and centers.

From the above table, we find that the significance value is equal to (0.000) and it is less than the level of significance (0.05). Therefore, we accept the assumption that (there are statistically significant differences in the availability of social care services for people with special needs between schools of intellectual education and centers).

The seventh hypothesis

There are statistically significant differences in the availability of the frameworks specialized in providing psychological care services for people with special needs, between schools of intellectual education and centers.

From the above table, we find that the significance value is equal to (0.000) and it is less than the level of significance (0.05). Therefore, we accept the hypothesis that (there are statistically significant differences in the availability of frameworks specialized in providing psychological care services for people with special needs among schools of intellectual education and centers).

Analysis

-There is a statistically significant relationship with the lack of frameworks specialized in providing psychological care services in schools of intellectual education for the category of people with mental disabilities.

- There is a relationship of statistical significance in the preparation and implementation of the training program for in-service workers.



- There are statistically significant differences that face obstacles related to psychological care services for people with special needs in intellectual education schools.
- There is a statistically significant relationship that there are obstacles facing specialists in providing psychological care services in schools of intellectual education for the category of people with mental disabilities.
- There are statistically significant differences in the availability of psychological care services for people with mental disabilities between schools of intellectual education and centers.
- There are statistically significant differences in the availability of social care services for people with special needs between schools of intellectual education.
- There are statistically significant differences in the availability of frameworks specialized in providing psychological care services for people with special needs between schools of intellectual education.

Recommendations

- Providing specialized psychological services, improving personal and social harmony, and forming a concept that is positive for the disabled, through psychological guidance and counseling for the disabled regarding his disability and the obstacles associated with it, and encouraging him to exploit his other capabilities.
- Paying attention to family psychological counseling: directing parents and family and guiding them on how to deal with a disabled person, providing a family environment based on help and support, and providing the personal and social needs of the disabled.



The difficulties that the researcher faced and how to overcome them

Most of the references that have been written about the obstacles to psychological care services in schools of intellectual education, whether they are Arab or foreign, and psychological references on the obstacles to psychological services are very few according to the researcher's knowledge, and the researcher did not find previous Arab studies except for a few studies, but they are psychological and descriptive studies. The study sample was not available, because the research was carried out during the outbreak of the Corona pandemic (Covind-19). Therefore, schools of thought were closed.

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