

Students with disabilities in uae health and social care essay

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This survey aims to find the behavior jobs among pupils with disablements in United Arab Emirates (UAE) and the relationship between these jobs and a figure of variables with respect to gender, age, type and badness of disablement from which the following hypotheses for the survey have emerged. The survey sample consisted of 297 pupils enrolled in the rehabilitation centres affiliated to the Ministry of Social Affairs. For this intent, research workers designed a questionnaire which was developed on the footing of the content cogency and its dependability was verified through the dependability coefficient which reaches 0. 91. After analyzing the void hypotheses of the survey, findings indicate that there are important differences at 0. 05 degree in the behaviour jobs harmonizing to the variables of gender, age, type and badness of disablement. It has been found out that male pupils above eight old ages old, pupils with rational disablement and those with terrible disablements are most to exhibit behavior jobs. Findings have besides shown the types of behaviour jobs from which that pupils with disablements suffered harmonizing to the survey variables. On this footing, the survey has provided a figure of recommendations, the most of import of which are: provide behaviour accommodation plans addressed to pupils with rational disablements ; supply societal rehabilitation and communicating plans for pupils with terrible disablements.

Introduction

A behaviour job is defined as a socially inappropriate or harmful behaviour to self or to others. Its standards include the prevailing behavior in the society in which the kid lives. Thus a given behaviour may be considered a

behaviour job in one community, while it is non so in another. Furthermore, the form and the frequency of the behaviour are considered among the standards that define the behavioural job, in add-on to the grade of rightness between the behaviour and the state of affairs and its relationship to the ability of the pupil to learn. Kirk et Al (2003) define the behaviour job as divergence from the behavior that is appropriate up to the age which interferes with person 's growing, his development and the lives of others. Ibrahem et. Al. (1993) believe that kids in the Arab World suffer from many behavior jobs as a consequence of societal alterations that in their communities and the deficiency of specialised rehabilitation services.

In position of the increased behaviour jobs of pupils with disablements and the function of these jobs in forestalling their psychological and societal version, and impeding benefits of educational and curative services provided for them, this survey aims to place the most frequent behaviour jobs that pupils with disablements who enrolled in centres affiliated to the Ministry of Social Affairs (United Arab Emirates, UAE) in relationship of gender, age, type and badness of their disablements.

The significance of this survey stems from the fact that pupils with disablements are most vulnerable to behavior jobs ensuing from their failure to accommodate demands of their surrounding community and the deficiency of mental or centripetal perceptual experience of the stimulation around them. These jobs affect those single 's ability to get the necessary accomplishments and their adaptability to social and school environments.

In position of the importance of this topic and the rareness of surveies that deal with it in the Arab universe, particularly in the UAE, this survey will be a new add-on. Therefore, it seeks to accomplish the undermentioned aims:

- To place the behaviour jobs exhibited by pupils with disablements.
- To stipulate the function of the undermentioned variables in the happening of behaviour jobs in pupils with disablements who join rehabilitation centres in the state (gender, age, type and badness of disablement) .

Hypothesis of the Study

- There are no important differences at 0. 05 degree in behaviour jobs which are attributed to the gender of the handicapped.
- There are no important differences at 0. 05 degree in behaviour jobs which are attributed to the age of the handicapped.
- There are no important differences at 0. 05 degree in behaviour jobs which are attributed to the type of disablement.
- There are no important differences at 0. 05 degree in behaviour jobs which are attributed to the badness of disablement.

Reappraisal of Literature

As for the prevalence of behavior jobs among kids, Tuma 's survey (1989) has indicated that 11 % of kids are enduring from behavioural and mental upsets. This per centum increases greatly if we add to it those pupils with larning jobs. Harmonizing to Sabah 's survey (1993) , kids with disablements have different types of unwanted behaviour forms. This is emphasized by Al-Khateeb (2003) , who states that pupils with rational

disablement form the highest per centum of those who suffered from behaviour jobs, due to their inability to find facets of socially acceptable behaviour ; the deficiency of their lingual abilities which makes them fall back to aggression to show their emotions ; their exposure to legion failure and defeat experiences as a consequence of the environing societal tendencies ; and the nature of their disablement which frequently makes them unable to find socially acceptable facets of behavior.

Al-Rosan (2001) highlights a figure of common behavioural features that make pupils with rational disablement, physical disablement and ocular damage more apt to behavior jobs than others. The most of import of these features for pupils with rational disablements are the deficiency of the ability to larn, hapless attending and concentration, defeat, feeling of failure, memory loss and the obvious lack in larning transportation. He indicated that pupils with rational disablement besides suffer from the jobs of version in their societal and professional development, an disposition to be isolated from others. As for the physically disabled, their personal qualities are varied harmonizing to the badness of disablement. The feelings of anxiousness, fright, rejection, aggressiveness, invagination and lower status might be among the distinguished features of their behaviours. In add-on to that, these jobs are influenced by others ' attitudes and reactions towards their ability to mobilise. The visually impaired normally suffer from feelings of failure and defeat which consequences in loweracademicaccomplishment when compared with their equals. However, Salha 's (2007) survey on pupils with visually damages has indicated that they suffer from behavioural and emotional jobs, including chiefly: fright, anxiousness, uncertainty,

dependence and aggressiveness. Harmonizing to the survey variables, these jobs appeared among females at higher rates than males and less with the highly handicapped and younger pupils. Other surveies stressed that physical aggressive behaviour is rare among unsighted kids, while verbal aggression prevails among them, particularly with males (Khudair & A ; Beblawi, 2004) .

Samreen (2003) who studied behavior jobs with deaf adult females found that they were more sensitive and embarrassed, which leads to shyness, maintaining off from others, or holding scores against them. Some of them acquire introverted, vindictive and covetous of others, and show marks of crossness and rebelliousness. In another survey conducted by Jaffal (1994) revealed that pupils with hearing damages showed that backdown and externally directed behaviours are the most outstanding behaviours of pupils with hearing damages. This consequence was similar to Abdullah 's survey (1983) which is indicated that pupils with hearing damages were characterized by aggressiveness, invagination, emotional instability and low societal adulthood. Szakowski & A ; Brubaker (2000) carried out a survey on parents of pupils with hearing damages aged 3-8 old ages. Consequences indicated that deaf kids harmonizing to their parents suffer from behaviour jobs, chiefly noncompliance to ordinances and instructions, though such jobs were non related to inadequate parenting.

A recent survey conducted by Totsika et al. , (2008) to look into behavior jobs with pupils with rational disablement suggested that their behaviour appears at an early phase and continues for life. By following behavior jobs

in pupils over 11 old ages, the survey indicated that the most common jobs were terrible physical aggression, self-harm and perennial typicality, while the jobs that appeared during survey old ages were non correlated.

Mackenzie-Davis and Mansell (2007) carried a survey on pupils with rational disablements enduring from behavior jobs in order to find the frequency of those jobs during the past 20 old ages. The survey found out that awaited behaviour jobs identified during the old 20 old ages were still observed.

Karen et. Al. (2007) survey aimed at acknowledging the developmental behaviours of psychological upsets of pupils with, and without, rational disablement. The child behavior list was used for two samples of pupils aged 6-18 old ages. Findings indicated that pupils with rational disablements showed a higher degree of behavior jobs in assorted ages in comparing with the non-intellectual handicapped. It appeared besides that there were important differences between the two samples in aggressive behaviour and attending jobs. It showed besides that societal jobs among intellectually handicapped males were decreased over clip, and the aggressive behaviour was more frequent among younger pupils than among those who reached 18 year-old. In another survey, Karen et Al. (2008) investigated the range of continuity of behaviour jobs in pupils with mild rational disablement in contrast with moderate rational disablement, which lasted for 5 old ages. This survey showed that most behavior jobs of pupils with moderate rational disablement had higher degree of steadiness and continuity in contrast to those with mild rational disablement.

Hogue et Al. (2007) conducted a survey on pupils with rational disablements in residential establishments with different degrees of supervising. It was found that pupils enrolled in higher supervising system were extremely rated in physical aggression than those enrolled in lower supervising system, whereas no differences were observed in externally directed behavior jobs such as verbal aggression, noncompliance and hyperactivity. In add-on, pupils enrolled in higher supervising system had significantly higher degrees of autonomous behaviour jobs as anxiousness, depression and self-appreciation.

Ross & A ; Cornish (2002) survey sought to find the rate and stereotyping of behaviours, self-harm and aggressiveness in kids and striplings with Cri du Chat Syndrome. Findings suggested that 82 % of the instances showed stereotyping behaviours and half of the instances showed it daily. Out of 15 signifiers of self-harm behaviours, it was found that hitting the caput, biting and pigeonholing were most common, while aggressive behaviour was reached at 88 % , with a negative correlativity between age and aggressiveness.

Methodology

Participants

Participants in the present survey comprise all pupils with disablements enrolled in the five chief rehabilitation centres affiliated to the Ministry of Social Affairs in the United Arab Emirates. These centres are supplying their services for pupils with mild, moderate and terrible disablements, enduring from rational, hearing, physical and ocular disablements. The entire figure of

pupils in these centres is 506 male child and miss aged 5-20 old ages old. All pupils whose parents agreed to take part in the survey were included and considered to be the sample of the survey. Therefore, the survey sample was 297 male child and miss which represent (58 %) of the entire population.

Instrument

The research workers developed a questionnaire of all behaviour jobs that may be exhibited by pupils with disablements to be filled by the societal workers and psychologists for each pupil based on his/her portfolio and audiences with parents. The societal workers and psychologists were asked to place the frequency of any behaviour job undergone by each pupil which needs an intercession through a behavior alteration plan, or educational and psychological Sessions for either the pupil or his/her household. Validity and dependability of the instrument were insured through content cogency where 10 module members from ParticularEducationDepartment andPsychologyDepartment at the UAE University were consulted to do certain of the rightness of the linguisticcommunication of the instrument every bit good as its inclusiveness of all possible behavioural jobs. Their responses were analyzed and so some points were amended in conformity with their positions in instance seven of them reached consensus on a specific point. As for the instrument dependability, internal consistence was employed to find its dependability, which was 0.91.

Procedures

After guaranting the cogency and dependability of the survey instrument, the research workers took the necessary process in order to administrate it

to the survey sample. In the same context, the undermentioned processes were taken:

Written consents from all parties involved in the survey were guaranteed: decision makers of the rehabilitation centres, societal workers, psychologists and parents.

Social workers and psychologists were trained to make full in the survey instrument by citing to each pupil portfolio which includes all necessary intercession plans and services. In add-on, parents of each kid were interviewed to verify the portfolio information every bit good as sing their positions in respect to each behavioral job.

The informations were classified, coded and entered into computing machines, so treated statistically by utilizing the plan of Statistical Packages for Social Sciences (SPSS) which was performed by acquiring the per centums of the frequencies of responses of the survey sample, and Chi Square Test.

Consequences and Discussion

The First Null Hypothesis

There are no important differences at 0. 05 degree in behavior jobs among pupils which are attributed to gender. Chi-Squared Test was used to analyze this hypothesis.

Behaviour jobs exhibited by pupils with disablements in relation to their gender. It has been found that behaviour job is more common among males than females, and that the difference between the ascertained and expected

values was 19.4 among females with no behaviour jobs, which is an important value. This consequence is in struggle with Salha's survey (2007) carried out on pupils with ocular disablements which indicated that behavior jobs among females are higher than males. To verify the consequence of this survey, Odds Ratio were calculated and exceeds above one (1.936) which means that there are differences among pupils with disablements in relation to behavioral jobs. In add-on, Risk Ratio were besides calculated exceeds besides one (1.365) which means male pupils exhibits more behavioural jobs comparing to female pupils.

The above tabular array shows that the most common behaviour jobs among males are: stubbornness, aggression and hyperactivity where the differences between the ascertained value and expected one amounted to 8.4, 6.6, 5.7 severally, which are important different. This consequence is in understanding with Al-Zarad's survey (2001), which indicated that the per centum of prevalence of attending shortage and hyperactivity sums to about 10% of the sample of the survey, and that the per centum of male pupils enduring from this job is ternary than female pupils. This survey besides found out that the most common behaviour job among females is shyness, with a difference of 8.4 between the ascertained and expected value. This consequence is in understanding with Samreen (2003) which indicated that deaf adult females are more sensitive and embarrassed with their disablements which leads to shyness and withdrawal. This consequence may be due to the fact that females in oriental societies tend to be diffident and they are non provided with the same chances given to males.

The Second Null Hypothesis

There are no important differences at 0.05 degree in behavior jobs among pupils which are attributed to their age. Chi-Squared Test was used to analyze this hypothesis.

Behaviour jobs harmonizing to the age of the sample of the survey, in favour of pupils aged 8 old ages and supra. This is in contrast to those pupils aged below 8 old ages among whom behaviour jobs are non important since the difference between the ascertained and expected value among them was 20.5. This consequence is in struggle with Karen 's et. Al. (2007) , which concluded that behavior jobs among intellectually handicapped males lessening over clip. The ground for such struggle may be due to restricting Karen 's et. Al survey to lone pupils with rational disablement.

The above tabular array besides indicates that anxiousness is the most common job among those pupils aged 13 old ages old and above, the difference between the ascertained and expected value is 12.4. This may be due to that pupil reached the adolescence phase and the related alterations that may find their hereafter individuality. It besides indicates that the most common behaviour jobs among pupils aged 8-12 old ages old are anxiousness, followed by aggression, stubbornness so isolation, with fluctuations of 19.1, 10.3, 9.8, 8.2 severally between observed and expected values. Furthermore, the survey find that the most common behaviour jobs among pupils who are less than 8 old ages old are shyness and phobia, with a difference of 7.4, 7.3 severally between observed and expected values. This may be due to the insufficient development of societal

communicating accomplishments at this phase and non-adaptation to disablement.

The Third Null Hypothesis

There are no important differences at 0.05 degree in behavior jobs among pupils which are attributed to the type of disablement. Person Chi-Squared Test was used to analyze this hypothesis.

In order to do certain the favour of these differences between disablements are, and how far behavior jobs are common in each type of disablement, Chi-Squared Test was used and consequences are illustrated in tabular arrays.

There are important differences in the extent of prevalence of behaviour jobs, harmonizing to the type of the job. The survey found that the bulk of intellectually handicapped pupils face behavior jobs at a per centum of 78.2%. It besides shows that merely 21.8 of them have no behaviour jobs, and that anxiousness is most common among pupils with rational disablement at a per centum of 16.3%, followed by stubbornness at a per centum of 13.9%, so aggression at per centum of 11.4%, which are all at a important degree. This consequence is in understanding with the survey of Totsika et Al. (2008), which suggested that aggression is the most common job in this group. However, it is in struggle with the survey of Ross & A; Cornish (2002) in that aggressive behaviour reached a per centum of 88%, due to restricting itself to Cri du Chat Syndrome. The ground for the high rate of behavior jobs among pupils with rational disablement may be due to unrest, non-adaptation to disablement, worrying about confronting society and its demands that imposed on them, disposition to self-assertion through

stubborn behaviour, and deficiency of verbal ability to show their demands, which force them to fall back to aggression.

There are important differences in the extent of prevalence of behavior jobs among pupils with hearing damages. 64.3 % of those pupils who were subjected to the survey were enduring from behavior jobs, the most common of which were hyperactivity (14.3 %) , shyness (14.3 %) and anxiousness (10.7 %) . This may be attributed to the inability of pupils with hearing damages to pass on with others who do not demonstrate any mark of understanding and credence. This consequence is in understanding with Jaffal 's survey (1994) , which suggested that backdown and externally directed behaviour are the most celebrated behaviour jobs for pupils with hearing damages, and besides with Al-Sabah survey (1993) , which indicated that those pupils are introverted.

There are no important differences in behavior jobs among pupils with ocular damages. The percentages for those who do not endure from behavior jobs are 18.2 % . This may be due to the restriction of the figure of the pupils with ocular damages included in the sample of this survey since their figure is originally limited in the centres under survey. However, this consequence is in understanding with Salha 's survey (2007) , which indicated that there are behavioural and emotional jobs among pupils with ocular damages, chiefly phobic disorder and anxiousness.

There are important differences in the extent of prevalence of behavior jobs among pupils with physical disablements. It shows that 35.7 % of them have no behaviour jobs. It besides shows that the most common behaviour jobs

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among pupils with physical disablements are isolation at per centum of 14.3, so anxiousness, phobic disorder and shyness at per centum of 10.7 for each, yet such per centums are non important because the difference between the ascertained and expected value is negative (-0.9 ; and -0.1) .

In decision, tables 5, 6, 7 and 8 showed that the rate of pupils with ocular damage who do non endure from any behavior jobs is 18.2 % , while it is 21.8 % among pupils with rational disablements, 35.7 among pupils with physical disablements, and 35.7 among pupils with hearing damages. These consequences show that pupils ocular damages face more behavior jobs, followed by pupils with the rational disablements. This is due to the fact that the figure of the pupils with ocular damages subjected to the survey was 11 merely, contrary to the pupils with rational disablement who were 202. In add-on, it may be due to the fact that pupils with rational disablement face many behavior jobs may be due to their low mental abilities and adaptability, which make them less able to cover with stimulations around them and causes them to respond in a mode that is inconsistent with the predominating social civilization. This consequence is in conformity with Al-Khateeb survey (2003) .

The Fourth Null Hypothesis

There are no important differences at 0.05 degree in behavior jobs among pupils which are attributed to the badness of disablement. Chi-Squared Test was used to analyze this hypothesis.

Differences in the extent of prevalence of behaviour jobs harmonizing to the badness of disablement. The more terrible the disablement, the more

behavior jobs occurs. This consequence is in understanding with Salha 's survey (2007) . It is besides found that lying is the most common behaviour job among pupils with mild disablements, with a difference of 4. 7 between the ascertained and expected value. Researchers attribute this to the fact that those pupils have certain consciousness and ability of some use.

Anxiety appeared as the most prevalence behaviour job among pupils with moderate disablements, with a difference of 3. 0 between the ascertained and expected value. This is due to cut down physical and centripetal abilities among them, which makes them more disquieted in their communicating with society and more concerned about their hereafter. It is besides found that the most common behaviour job among the pupils with terrible disablements is shyness, with a difference of 9. 5 between the ascertained and expected value, and stubbornness with a difference of 7. 6. This may be due to the fact that they are inclined non to look in public or acquire involved in many activities because of their reduced abilities since they are ashamed of their status and hence chorus from demoing their abilities to others.

In decision, the survey confirms that male pupils face more behavioural jobs comparing to female pupils. These jobs appear to be more intensified harmonizing to the badness of the disablement and aging advancement. In add-on, pupils with rational disablements exhibit more behavioural jobs comparing to other classs. Based on the consequences of this survey, it is recommended that rehabilitation centres should pay more attending to the followers:

1. Provide appropriate behavior alteration plan to pupils with rational disablements, since they are the bulk of those with enduring from behavior jobs.
2. Develop psychological and societal plans for pupils with terrible disablements to advance their version and communicating accomplishments.
3. Support female disabled pupils psychologically, emotionally and socially, in order to raise their assurance to take part in societal activities.
4. Provide showing services to observe early initial indexes of behaviour jobs in order to work out them before they exacerbate and affect other developmental facets.
5. Provide plans that help pupils with disablements to be cognizant of their abilities, and direct them to the hereafter based on those abilities. This will cut down their anxiousness ensuing from experiencing inefficient.