



Coping Strategies with the Psychological Stress among Parents of Children with Intellectual Disabilities and Slow Learners in Light of Selected Variables in the State of Kuwait

Ibrahim El-Zraigat^{1*} and Faiez AIDhafairi²

¹*Department of Counseling and Special Education, Faculty of Educational Sciences,
The University of Jordan, Amman, Jordan.*

²*Ministry of Education in Kuwait, Kuwait.*

Authors' contributions

This work was carried out in collaboration between both authors. Author IEZ designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author FAD managed the analyses of the study and managed the literature searches. Both authors read and approved the final manuscript.

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ABSTRACT

This study examined the strategies of coping strategies with the psychological stress among the parents children with intellectual disabilities and slow learners children in light of some variables in Kuwait. The sample consisted of (513) parents of children with intellectual disabilities and slow learners children, among them (326) parents of children with intellectual disabilities in the private schools and (187) parents of the slow learners children in the private classes in the public schools. The study was conducted during the academic year 2015/ 2016. The researchers developed and applied coping strategies with the psychological stress scale. Validity and reliability of the measure were achieved. The results of study showed significant statistical difference between the parents of

*Corresponding author: E-mail: ibrahimz@ju.edu.jo, ibrahim_zraigat@hotmail.com;

children with intellectual disabilities and the parents of the slow learners children in favor of the parents of slow learners. In addition, the study did not show significant statistical differences that are attributed to the effect of the parents' educational level on all dimensions and for the instrument as a whole, except the dimensions of distancing, and escaping or avoidance. In addition, Scheffe test indicated significant statistical differences between those who hold the secondary school exam and bellow, and the ones who hold graduate studies and the differences were in favor of those who hold graduate studies. Also, result showed significant statistical differences between those who hold the secondary school exam and bellow, and the bachelor in favor of those who hold the secondary school exam in terms of escaping or avoidance dimension. The study did not show any significant statistical differences that were attributed to the effect of the parents' ages on all dimensions, except the dimension of escaping or avoidance. Moreover, the study show significant statistical differences that were attributed to the effect of the child's gender on all dimensions, except for the dimensions of seeking social support and escaping or avoidance, these differences were in favor of females.

Keywords: Coping strategies; psychological stress; intellectual disabilities; slow learners; special education; Kuwait.

1. INTRODUCTION

The presence of a child with disability in the family causes them further problems, especially in areas of economy and relationships, as well as may have a significant impact on the change in the adjustment of the family and create an imbalance in the psycho-social organization to its members, regardless of the degree of the family to accept this child. In general, many problems faced by children with disabilities in the families, especially marital crises and increased aggression, depression, guilt, anxiety and stress and physical difficulties and isolation. Also, the families suffer a lot of psychological stress when trying to adapt and live with a child with disability. Studies indicated that most families of child with disability may be exposed to severe psychological stress [1].

Parents suffer many problems in parental roles, and these problems may cause chaos in family planning, social activities produced by child with disability. For many parents, the family's life revolves around a child with disability with the interactions within and outside the family, and that modify or adapt to the reliability of the child's needs, often have parents problems and tension when they take their child to the outside and into public places, which is linked to the disappointment hope. Children with disabilities are performing to the confusion of the family in exercise activities such as food, holidays and family outings preparation, hence the parents express similar levels of concerns about the future of their child and acceptance in society [2].

Many researchers have paid attention to the effect psychological stress on the individual, and

the diversity of the stress in the life sources, in addition to its continued existence, all that pushing them to study the strategies and actions of individuals to control what they are facing and reduce the impact on them, especially psychological painful [3].

Some investigator pointed out the importance of the existence of intermediate factors that affect the parents to help them cope with the stress associated with disability. These factors includes the relations between members, couples, the level of performance, and the extent of social support provided by society and its different institutions that interesting of the family [4].

Numerous studies and efforts have tried to identify coping strategies with the psychological stress [5]. The concept of coping strategies with stress refers to a group of cognitive and behavioral efforts to manage internal and external needs, especially those needs that the individual perceives as threatening. On the other hand, compatibility strategies represent any reaction carried out by an individual in order to change the level of stress, and that includes the efforts of the individual to solve problems such as effective communication with others, problem solving, appropriate and immediate response [6]. The compatibility strategies are carried out by an individual in order to cope with stress. Hence, compatibility skills are skills used by the individual to solve problems, and to overcome the difficulties [7].

Coping with the psychological stress includes the ability of individual to manage stress sources and to use strategies to avoid stressful situations. Varying of these strategies among individuals

depend on the nature of the responses positions that make up the psychological stress for them and this is usually because of self-assessment factor, for example, some people look at the situation as cause stress and others do not consider him stressed [8]. Others refers coping strategies to both what we think or we do through exposure to the positions of stress in order to solve the problem and reduce the psychological and physical effects. The process may involve two aspects: a negative side and positive side, it may be a coping positive and coping process, which will reflect on the positive coping with the stress and get rid of the effects may involve coping process to use and use many negative ways, which is reflected in the worsening of the problem and not solved which leads to an increase in stress levels [9].

1.1 Review Related Literature

Reviewing related literature shows that there are several studies had highlighted coping strategies among the families of children with disability. Al-Dhafairi studied the level of psychological stress and strategies to cope with the parents of children with intellectual disabilities and slow learners in the State of Kuwait, the study pointed out that coping with the psychological stress as a whole with the parents of children with intellectual disabilities and slow learners in the State of strategies level Kuwait (mean) with a mean was (2.96), while for the dimensions came after accepting responsibility in the first place was the highest with mean (3.20), while came after escape or avoidance in last place and an mean was (2.26) [10].

The study of Bustami aimed to investigate the psychological adjustment of the stress level management strategies among parents of children with special needs and their mothers in Nablus, the study sample consisted of (255) of them (46) and father (209) mothers, The researcher found that there is no statistically significant differences between the mean study sample responses to the strategies of psychological stress to adapt to the parents of children with special needs and their mothers due to the variable gender parents, economic status, social status, and gender of the child, and the severity of the condition, and the type of disability, place of residence, The results also found to have a statistically significant differences between the mean study sample responses to psychological strategies to adapt to the stress of parents of children with special

needs and their mothers due to the variable level of education of the parent [11].

Darwish investigated the psychological stress among parents with intellectual disabilities and methods of response, where the study was conducted on (40) parents (20) male (20) females, and study results that practices of the most common methods in the face of psychological stress, followed by mixed practices, and general knowledge practices, specialized knowledge practices, followed by emotional and ideological practices. The results indicated no differences in coping styles psychological stress, and there are differences in the ways the face of psychological stress according to the qualification level for the benefit of parents who obtained a secondary qualification [12].

Khufash identified the strategies used by parents of children with special needs to cope with the psychological stress in relation to the variables of child's condition and severity of the condition, gender of the parent, and academic level of parents, and whether there was a difference in coping with the psychological stress used by parents of children with special needs from those used by normal children's parents. The study sample consisted of 525 individuals, of them (423) children with parents of special needs, and (102) of normal children's parents, has asked the respondents to answer to cope with the psychological stress consisted of (68) items distributed on (13) dimensions. The study results indicated that the parents of special needs using coping strategies to reduce stress [13].

Sartawi and Alshuhks studied psychological stress and methods of coping and the needs of the parents of children with disabilities in the UAE, and the results showed a lack of significant differences between the parents on both psychological stress and coping strategies scale, and the lack of impact of the educational level of the parents on the psychological stress gauge while the effect was limited on a scale coping methods, as parents are illiterate showed the ability of less coping compared to other educational levels, as the results of the study indicated that there is little difference between the parents of disabled responses due to the type of disability, and between parents of children with intellectual disabilities and categories of disability other psychological stress as well as the case of the scale coping scale [4].

Wilson conducted a study aimed at identifying the various methods used by mothers of children with intellectual disabilities to cope with the psychological stress and adapt successfully with the stress and problems, emotional, aimed to examine the adjustment through the use of problem-solving method theory model. The results indicated that mothers who face the problems that are associated with child behavior suffer from difficulties in coping with stress [14].

Young-Yang compared the realization stress, beliefs, and coping strategies for parents who have child with disabilities. The study sample consisted of (70) women and (52) the father. The method of statistical analysis t-test and ANOVA were used to determine the differences between the variables. The results indicated that there were no significant differences in the stress and beliefs differences, or in the degree of use coping strategies between parents, as well as the study showed that there are few differences between parents who have child with severe disabilities in terms of their perception of the stress, coping strategies, and adjustment [15].

Haman described the psychological stress perceived and adjustment strategies used by parents of children with disabilities. The sample consisted of (203) of parents of disabled. Mothers and fathers in the study were indicated to the importance of social support, the ability of problem-solving, and self-regulation [16]. Dukmak studied using parents of children with disabilities in the UAE strategies of expression of emotions and feelings and its relation to adjustment, in addition to using strategies based on problem-solving [17]. Dabrowska indicated that parents of children with disabilities use a variety of coping strategies with stress. He mentioned that parents with high sense of cohesion tend to the use of coping strategies and systematic solution to the problems, while parents with low sense of cohesion tend to use avoidance as a key strategy for compatibility [18].

1.2 Rationale of the Study and its Questions

Families of children with disabilities faces special challenges resulting from the behaviors that they do, however, fathers and mothers in general suffer from undesirable behaviors of their disabled child that they practice. As a result of the disability, many families perceive that presence of children with disabilities may restrict social relationships, this is in addition to anxiety,

depression and emotional difficulties they are experiencing [19]. Hence, this study aimed to identify coping strategies with psychological stress among parents of children with intellectual disabilities and slow learners in the light of selected variables in the State of Kuwait. In particular, the study sought to answer the following questions:

- ❖ Are there significant differences at the level of significance ($\alpha = 0.05$) between the mean responses of parents of children with intellectual disabilities and slow learners on coping strategies scale?
- ❖ Are there significant differences at the level of significance ($\alpha = 0.05$) between the mean responses of parents of children with intellectual disabilities and slow learners on coping strategies scale attributed to the educational level of the parents?
- ❖ Are there significant differences at the level of significance ($\alpha = 0.05$) between the mean responses of parents of children with intellectual disabilities and slow learners on coping strategies scale attributed to the age of the parents?
- ❖ Are there significant differences at the level of significance ($\alpha = 0.05$) between the mean responses of parents of children with intellectual disabilities and slow learners on coping strategies scale attributed to the gender of the child?

1.3 Objectives of the Study

The current study aimed to:

- ❖ Find out coping strategies with psychological stress among parents of children with intellectual disabilities and slow in light of some variables in Kuwait.
- ❖ Provide an valid tool that can be used in studies.

1.4 Importance of the Study

Having a child with a disability in the family, whether his disability physical or sensory or intellectual causes a strong shock to the family, which generates feelings of guilt, depression and blaming oneself. The theoretical literature confirmed the importance of social relationships within the family as the first community of the child, which have the biggest role in shaping the main features of the personality of the individual that make it able to compromise and adapt himself and his community. However, the

individual may be imposed by the difficulties and the surrounded environment may lead to social and economic difficulties among the family. On other words, the importance of current study are as follows:

- This study represents a response to global trends in the field of modern scientific research in special education.
- This study may help workers in the field of counseling and special education on the development of measurement tools for coping strategies with stress of parents of children with intellectual disabilities and slow learners.
- The results of this study may contribute to the preparation and presentation of outreach programs to alleviate the psychological stress faced by parents of children with intellectual disabilities and slow learners.

1.5 Terminology of the Study

- Intellectual disability: is a marked impairment in the level of general intellectual performance, accompanied by deficits in adaptive behavior and appears in the growth phase under 18 years old [20]. Operationally, are the children who have been diagnosed as suffering from a intellectual disability and enrolled in special education schools in the State of Kuwait.
- Slow learning: given to a child who is his intelligence coefficient between 70-85 on the intelligence test [21]. Operationally, are the children who have been diagnosed as suffering from slow to learn and enrolled in regular classes in Kuwait.
- Coping strategies with the psychological stress: are the skills that are used in dealing with the psychological stress [22]. Operationally, are the methods used by the parents of children with intellectual disabilities and slow learners to reduce the severity of the psychological stress they face and caused by the presence of a child with intellectual disabilities and slow learning as expressed by coping strategies scale.

1.6 Limitation and Delimitation of the Study

- The delimitation of the study consisted of:
Participants in the State of Kuwait.

This study was applied to the parents of children with intellectual disabilities and slow learners in the school year 2015/2016.

Special classes in regular schools and special education schools in the State of Kuwait.

- The limitations of the study included:
the study tool with its validity and reliability.
the methodology used to answer questions of the study.

2. METHODOLOGY

2.1 Participants

First of all, the researches were asked to held meeting with principals of targeted schools in order to discuss the objectives of the study and the purpose of the study tool. After getting approval of applying the study tool. The accessible or available participants at the targeted schools for intellectual disabilities and slow learners was used for the purposed of the study. The participants of the study reached to (513) of parents of children with intellectual disabilities and slow learners, of whom (326) parents of children with intellectual disabilities, and (187) parents of slow learners.

Children with intellectual disabilities and slow learners in Kuwait receive their education in special schools. These schools deliver different services such as literacy skills, vocational skills, life skills, as well as rehabilitation services.

2.2 Tool of the Study

Coping strategies with the psychological stress scale: for the purpose of the study, the researchers have constructed and developed a coping strategies scale throughout reviewing related literature [23,8]. The final version of the scale consisted of 40 items divided into eight dimensions as follows:

1. confronting strategies; includes methods of facing stressful situation.
2. distancing, consists of escaping situations of stress events .
3. self-control, encompasses of self-behaviors that used to manage stress .
4. seeking social support, consists of looking for asking others for help.

5. accept responsibility, contains of seeking solutions.
6. escape or avoidance, includes of avoiding others.
7. meaning full solving problems, encompasses of seeking useful solutions .
8. positive re-evaluation, contains of reevaluation in order to improve the ability of dealing stress.

2.3 Correction Method

The researchers adopted Likert quartet to correct study tool, giving each item a degree of one of the following: (always, often, sometimes, rarely) representing digitally (4.3, 2.1). Respectively, have been adopted following range for the purposes of analysis of the results:

- From 1 - 2.0 Low.
- From 2:01 - 3:00 Medium.
- From 3:01 - 4 High.

2.4 Validity and Reliability of Coping Strategies with the Psychological Stress Scale

2.4.1 Content validity

The researchers used the content validity by offering a tool that has been developed to (10) of specialists in the field of special education, psychological evaluation, and educational psychology; in order to get their views on the appropriateness of items and its relation to the dimension to which they belong.

2.4.2 Construct validity

To achieve the construct validity of the scale, the researchers extracted correlation coefficient between each item and the total score for dimension which they belong throughout applying the developed scale on a pilot sample consisted of (15) parents. The coefficients ranged between (0.53-0.96).

2.5 The Reliability of Coping Strategies with the Psychological Stress Scale

To achieve the reliability of study tool, the researchers used test-retest by applying of the scale, and re-applying after two weeks on a pilot sample consisted of (15) parents, and then the Pearson correlation coefficient was calculated between their estimates on both applies. Also,

reliability calculated by using internal consistency (Cronbach's alpha formula). Table 1 shows reliability of the scale and these values are appropriate for the purposes of this study.

Table 1. The reliability of coping strategies with the psychological stress scale

Dimension	Test-retest	Cronbach's alpha
confronting strategies	0.83	0.89
distancing	0.82	0.90
self-control	0.77	0.86
seeking social support	0.82	0.92
accept responsibility	0.79	0.70
escape or avoidance	0.78	0.76
meaning full solving problems	0.84	0.88
positive re-evaluation	0.86	0.86

2.6 Data Collection

The researchers were held meeting with psychologists who works in targeted schools in order to clarify the objectives of the study and instruction of applying the study tool during data collection process. Then, the psychologist were required to distribute the study tool on the parents of children with intellectual disabilities and slow learners. After that, data were analyzed by SPSS system.

2.7 Methodology of the Study and Statistical Analysis

The current study is a survey research in which the data collected by asking the participants a set of items via the study tool. The study included the following variables:

- Coping strategies with the psychological stress among parents of children with intellectual disabilities and slow learners.
- The educational level of parents.
- The age of the parents.
- The gender of the child.

The following statistics have been used to answer questions of the study:

- means and standard deviations,
- Internal consistency coefficient Cronbach's alpha
- (t-test),
- One-way analysis of variance (ANOVA).
- Scheffe comparisons posteriori test.

3. RESULTS OF THE STUDY

The results of the study are organized according to the questions as follows:

- ❖ Are there significant differences at the level of significance ($\alpha = 0.05$) between the mean responses of parents of children with intellectual disabilities and slow learners on coping strategies scale?

To answer this question, means, standard deviations, t test of coping strategies with psychological stress among parents of children with intellectual disabilities and slow learners was extracted and the Table 2 explain that.

The data in Table 2 shows that there are statistically significant differences ($\alpha = 0.05$) between the parents of children with intellectual disabilities and parents of children slow learners in all dimensions, except the dimension of escape or avoidance, and the differences

were in favor of the parents of children slow learners.

- ❖ Are there significant differences at the level of significance ($\alpha = 0.05$) between the mean responses of parents of children with intellectual disabilities and slow learners on coping strategies scale attributed to the educational level of the parents?

To answer this question, means and standard deviations of coping strategies with psychological stress among parents of children with intellectual disabilities and slow learners according to their educational level was extracted and the Table 3 explain that.

The Table 3 shows variation in the means of parents of children with intellectual disabilities and slow learners on coping strategies with the psychological stress. To compare between these means, one-way analysis of variance have been used and the Table 4 illustrates this.

Table 2. Means, standard deviations, and t test of parents responses of children with intellectual disabilities and slow learners on coping strategies with psychological stress

dimintions	Child condition	number	means	Standard deviations	t value	df	Sig.
Confronting strategies	Intellectual disabilities	326	2.88	.718	-5.987	511	.000
	Slow learners	187	3.27	.678			
Distancing	Intellectual disabilities	326	2.95	.724	-5.835	511	.000
	Slow learners	187	3.32	.650			
Self-control	Intellectual disabilities	326	3.03	.698	-6.204	511	.000
	Slow learners	187	3.41	.606			
Seeking social support	Intellectual disabilities	326	2.68	.770	-4.557	511	.000
	Slow learners	187	3.01	.843			
Accept responsibility	Intellectual disabilities	326	3.08	.690	-5.253	511	.000
	Slow learners	187	3.40	.612			
Escape or avoidance	Intellectual disabilities	326	2.26	.697	-.110	511	.912
	Slow learners	187	2.27	.830			
Meaning full solving problems	Intellectual disabilities	326	2.93	.773	-4.311	511	.000
	Slow learners	187	3.23	.727			
Positive re-evaluation	Intellectual disabilities	326	3.07	.766	-3.216	511	.001
	Slow learners	187	3.30	.797			

Table 3. Means and standard deviations of parents responses of children with intellectual disabilities and slow learners on coping strategies with psychological stress according to their educational level

Dimintions	Educational level	number	means	Standard deviations
Confronting strategies	Secondary exam and below	246	3.01	.738
	diploma	141	2.99	.717
	Bachelor	109	3.07	.712
	Graduate studies	17	3.25	.773
Distancing	Secondary exam and below	246	3.03	.756
	diploma	141	3.05	.706
	Bachelor	109	3.19	.649
	Graduate studies	17	3.43	.636
Self-control	Secondary exam and below	246	3.14	.715
	diploma	141	3.15	.693
	Bachelor	109	3.23	.601
	Graduate studies	17	3.36	.825
Seeking social support	Secondary exam and below	246	2.73	.827
	diploma	141	2.78	.771
	Bachelor	109	2.92	.801
	Graduate studies	17	3.15	.893
Accept responsibility	Secondary exam and below	246	3.23	.646
	diploma	141	3.09	.730
	Bachelor	109	3.23	.662
	Graduate studies	17	3.38	.774
Escape or avoidance	Secondary exam and below	246	2.36	.730
	diploma	141	2.19	.666
	Bachelor	109	2.14	.798
	Graduate studies	17	2.21	1.115
Meaning full solving problems	Secondary exam and below	246	3.04	.778
	diploma	141	2.94	.782
	Bachelor	109	3.14	.706
	Graduate studies	17	3.32	.855
Positive re-evaluation	Secondary exam and below	246	3.13	.795
	diploma	141	3.06	.823
	Bachelor	109	3.27	.697
	Graduate studies	17	3.51	.715

Table 4. One way ANOVA analysis of parents responses of children with intellectual disabilities and slow learners on coping strategies with psychological stress according to their educational level

Standards	source	Sum of square	df	Means of square	F value	Sig.
confronting strategies	Between groups	1.319	3	.440	.830	.478
	Inside groups	269.682	509	.530		
distancing	Between groups	4.081	3	1.360	2.646	.048
	Inside groups	261.669	509	.514		
self-control	Between groups	1.373	3	.458	.962	.410
	Inside groups	242.287	509	.476		
seeking social support	Between groups	5.080	3	1.693	2.589	.052
	Inside groups	332.840	509	.654		
accept responsibility	Between groups	2.621	3	.874	1.903	.128
	Inside groups	233.691	509	.459		
escape or avoidance	Between groups	4.662	3	1.554	2.812	.039
	Inside groups	281.344	509	.553		
meaning full solving problems	Between groups	3.913	3	1.304	2.217	.085
	Inside groups	299.436	509	.588		
positive re-evaluation	Between groups	4.725	3	1.575	2.583	.053
	Inside groups	310.386	509	.610		

Data in Table 4 said that there were no statistically significant differences at the level of significance ($\alpha = 0.05$) due to the impact of the educational level of the parents in all the dimensions of the tool, with the exception of distancing dimension and escape or avoidance. Posteriori comparisons Scheffe shown that there were statistically significant differences ($\alpha = 0.05$) between the secondary exam and below, and graduate studies, and the differences were in favor of graduate studies. Also, there were statistically significant differences ($\alpha = 0.05$) between the secondary exam and below, and the bachelor, and the differences were secondary school in favor of secondary exam or below on the escape or avoidance dimension.

- ❖ Are there significant differences at the level of significance ($\alpha = 0.05$) between

the mean responses of parents of children with intellectual disabilities and slow learners on coping strategies scale attributed to the age of the parents?

To answer this question, means and standard deviations of coping strategies with psychological stress among parents of children with intellectual disabilities and slow learners according to their age was extracted and the Table 5 explain that.

The Table 5 shows variation in the means of parents of children with intellectual disabilities and slow learners on coping strategies with the psychological stress according to their age. To compare between these means, one-way analysis of variance have been used and the Table 6 illustrates this.

Table 5. Means and standard deviations of parents responses of children with intellectual disabilities and slow learners on coping strategies with psychological stress according to their age

Dimintions	Age group of parents	Number	Means	Standard deviations
Confronting strategies	30-39	175	3.07	.709
	40-49	264	3.00	.742
	50-59	65	2.99	.725
	60 and above	9	3.09	.741
Distancing	30-39	175	3.11	.702
	40-49	264	3.04	.742
	50-59	65	3.17	.701
	60 and above	9	3.17	.586
Self-control	30-39	175	3.17	.700
	40-49	264	3.16	.685
	50-59	65	3.19	.698
	60 and above	9	3.22	.667
Seeking social support	30-39	175	2.85	.805
	40-49	264	2.79	.797
	50-59	65	2.69	.890
	60 and above	9	2.93	.866
Accept responsibility	30-39	175	3.20	.694
	40-49	264	3.19	.698
	50-59	65	3.17	.577
	60 and above	9	3.42	.561
Escape or avoidance	30-39	175	2.13	.713
	40-49	264	2.36	.753
	50-59	65	2.17	.774
	60 and above	9	2.44	.684
Meaning full solving problems	30-39	175	3.05	.752
	40-49	264	3.02	.755
	50-59	65	3.07	.863
	60 and above	9	3.36	.871
Positive re-evaluation	30-39	175	3.21	.759
	40-49	264	3.13	.775
	50-59	65	3.07	.890
	60 and above	9	3.27	.794

Table 6. One way ANOVA analysis of parents responses of children with intellectual disabilities and slow learners on coping strategies with psychological stress according to their age

Standards	source	Sum of square	df	Means of square	F value	Sig.
confronting strategies	Between groups	.697	3	.232	.437	.726
	Inside groups	270.304	509	.531		
distancing	Between groups	.997	3	.332	.639	.590
	Inside groups	264.753	509	.520		
self-control	Between groups	.111	3	.037	.077	.972
	Inside groups	243.550	509	.478		
seeking social support	Between groups	1.441	3	.480	.727	.536
	Inside groups	336.479	509	.661		
accept responsibility	Between groups	.526	3	.175	.379	.768
	Inside groups	235.786	509	.463		
escape or avoidance	Between groups	6.504	3	2.168	3.948	.008
	Inside groups	279.503	509	.549		
meaning full solving problems	Between groups	1.145	3	.382	.643	.588
	Inside groups	302.204	509	.594		
positive re-evaluation	Between groups	1.160	3	.387	.627	.598
	Inside groups	313.950	509	.617		

Data in Table 6 said that there were no statistically significant differences at the level of significance ($\alpha = 0.05$) due to the impact of the educational level of the parents in all the dimensions of the tool, with the exception of distancing dimension and escape or avoidance. Posteriori comparisons scheffe shown that there were statistically significant differences ($\alpha = 0.05$) between the 30-39 and 40-49 age group, and the differences were in favor of the 40-49 age group in the escape or avoidance dimension.

❖ Are there significant differences at the level of significance ($\alpha = 0.05$) between the mean responses of parents of children with intellectual disabilities and slow learners on coping strategies scale attributed to the gender of the child?

To answer this question, means, standard deviations, t test of coping strategies with psychological stress among parents of children with intellectual disabilities and slow learners was extracted and the Table 7 explain that.

Table 7. Means, standard deviations, and t test of parents responses of children with intellectual disabilities and slow learners on coping strategies with psychological stress according to the gender of the child

Dimintions	gender	number	means	Standard deviations	t value	df	Sig.
Confronting strategies	male	235	2.95	.702	-2.482	511	.013
	female	278	3.11	.749			
Distancing	male	235	3.00	.707	-2.807	511	.005
	female	278	3.18	.725			
Self-control	male	235	3.07	.696	-3.603	511	.000
	female	278	3.29	.665			
Seeking social support	male	235	2.79	.779	-.262	511	.794
	female	278	2.81	.852			
Accept responsibility	male	235	3.05	.705	-5.401	511	.000
	female	278	3.37	.606			
Escape or avoidance	male	235	2.24	.694	-.687	511	.492
	female	278	2.29	.807			
Meaning full solving problems	male	235	2.92	.747	-3.953	511	.000
	female	278	3.18	.773			
Positive re-evaluation	male	235	3.03	.756	-3.873	511	.000
	female	278	3.30	.795			

The data in Table 7 shows that there are statistically significant differences ($\alpha = 0.05$) due to the impact of the gender of the child in all dimensions, except the dimension of seeking social support, and escape or avoidance dimension, and the differences were in favor of females.

4. DISCUSSION OF THE RESULTS

The results indicated that there were statistically significant differences ($\alpha = 0.05$) between the parents of the child with intellectual disability and the parents of the child with slow learner in all dimensions, except escape or avoidance dimension and the differences were in favor of the parents of children slow learners. It can be seen from this result that the parents of children slow learners enjoy using coping strategies with the psychological stress more than parents of children with intellectual disabilities. We conclude from this result that the degree of disability have a role in the adjustment of parents of children with disabilities. However, coping strategies differ according to the severity of the intellectual disability. Also, these coping strategies were affected by the variables of the study, this may refer to the nature of the participants with their culture, traditions, and values who lived in the State of Kuwait. This result consonant with findings of AIDhafairi study that indicated parents of children with intellectual disabilities were suffered from psychological stress than parents of children slow learners [10]. Also, the results differ with Bustami study which found that the severity of the condition and the type of disability had no effect on the responses of fathers and mothers of children with special needs to cope with the psychological stress strategies [11].

Results shown that there were no statistically significant differences at the level of significance ($\alpha = 0.05$) due to the impact of the educational level of parents in all the dimensions in the tool as a whole, with the exception of distancing dimension, and escape or avoidance dimension, and the differences were in favor of graduate studies and secondary school exam or below. It is clear from this result that the parents of children with intellectual disabilities and slow learners who have graduate studies positively used coping strategies with the psychological stress than those with secondary school exam. This result agreed with different studies [24,11]. Also, it differs with Darwish study which found that parents of children with intellectual disability

who have secondary qualification are characterized by the use of methods confronting psychological stress [12].

Results indicated that age group of 40-49 had better response in the escape or avoidance dimension. This results shown that there were affected by the variable of child gender especially the dimension of seeking social support, and escape or avoidance dimension. We conclude from this result that the Kuwaiti society prefer male children than female children and this conclusion reached by AIDhafairi study [10]. On the other hand, the results disagreed with differ studies [25,26,11].

5. CONCLUSIONS

Coping strategies with the psychological stress among parents of children with intellectual disabilities and slow learners in the State of Kuwait were affected by the type of the disability and its severity and other selected variables. Parents of children with intellectual disabilities and slow learners in Kuwait need more attention to overcome psychological stress. Therefore, responsible authorities for serving children with disabilities need to hold workshops to empower the parents confronting situations stress caused by disabilities.

6. RECOMMENDATIONS

In light of the findings of the study the researchers provide a range of educational recommendations for parents of children with intellectual disabilities and slow learners and specialists in this area as follows:

- Pay attention to the needs and desires of parents of children with intellectual disabilities and slow learners.
- The need to change ideas and misconceptions about children with intellectual disabilities and slow learners.
- provide guidance and remedial training programs for parents of children with intellectual disabilities and slow learners on managing psychological stress and development of positive confrontation skills as well as ability to solve problems.
- The need for cooperation between the family and the school for modifying undesirable social behaviors practiced by children with intellectual disabilities and slow learners.

- Do studies that aim to train parents of children with intellectual disabilities and slow learners on skills needed to adapt with psychological stress.
- Study of the psychological stress of brothers and sisters of children with intellectual disabilities and slow learners.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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