RELATIONSHIPS BETWEEN MOTHER’S ATTITUDE, PARENTING STYLE, COMMUNICATION COMPETENCE, AND MATERNAL TREATMENT STYLE WITH DEAF CHILDREN’S SELF-ESTEEM IN IRAN HIGH SCHOOLS FOR THE DEAF

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By

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August 2012

Chairman: Associate Professor Rusnani Abdul Kadir, PhD

Faculty: Educational of Studies

This study examines the relationship between mothers’ attitude, communication competence, parenting styles and self-esteem among deaf children who are currently enrolled in Iranian high schools for the deaf. Previous studies among deaf children have explored into factors such as types of education, parents’ role, deaf parents’ impact, the severity of deafness, age of onset, deaf child’s communication at home and kinds of hearing aid used (Crocker & Luhtanen, 2008).

Other variables such as family’s attitude, communication competence, and parental treatment styles have not been systematically explored. It is also not clear which factor affect deaf children’s self-esteem. This survey was conducted at four deaf high schools in Mashhad, Iran. The sample consisted of 200 deaf children (100 boys and 100 girls) and 200 hearing mothers. Four inventories were used in the study: (1) Rosenberg Self-Esteem Scale (to measure children’s self-esteem), (2) Parental Attitudes towards Deafness Scale (to measure mother’s attitude), (3) Parental Acceptance, Neglect and Rejection Questionnaire (to measure parenting
styles), and (4) Communication Competence Scale (to measure communication competence). The children answered three questionnaires: Rosenberg Self-Esteem Scale, Parental Acceptance, Neglect and Rejection Questionnaire and Communication Competence Scale; while the mothers responded to Parental Attitudes towards Deafness Scale and Communication Competence Scale. In addition, the researcher conducted in-depth interviews with four deaf children and their mothers.

The results showed relationships between the mothers’ attitude and deaf children self-esteem ($r=0.28$, $p<0.05$). Moreover, a one way analysis of variance (ANOVA) indicated that that statistical significant differences were found among the deaf children’s self-esteem scores within the three groups (parental acceptance, neglect, rejection), $[F (2,191) =61.257, p < 0.001]$. There was comparison between the three types (Post hoc t-test) was significant. Also, there were a positive relationship between self-esteem and communication competence of deaf children ($r=0.26$, $p<0.05$). In addition, were found relationship between mothers’ communication competence and deaf children’s self-esteem ($r=0.32$, $p<0.05$). It was found that for both boys and girls, the level of self-esteem was higher for deaf children who were from high income of family $[F (196, 4) =3.01, p<0.05]$. No significant difference was found between genders in deaf children self-esteem $[t (198) =.39, p>0.05]$. Finally mothers’ attitude, deaf children’s communication competence, and mothers’ communication competence were found to be predictive of self-esteem among deaf children.
Understanding the source of deaf children’s self-esteem is important for it is the first step in developing self-esteem in deaf children. Helping professionals such as counselors and teachers should involve family members through counseling and coaching on how to manage their deaf children. The counselors can help hearing parents navigate through their feelings and reactions by acknowledging their feelings of disbelief, grief, guilt, and anger when there is a deaf child in the family.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

SIKAP IBU, STAIL LAYANAN IBU, KECEKAPAN KOMUNIKASI DAN PENGHARGAAN KENDIRI KANAK-KANAK CACAT PENDENGARAN DI SEKOLAH-SEKOLAH MENENGAH CACAT PENDENGARAN DI IRAN

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Kajian ini meneliti hubungan antara sikap ibu, kecekapan komunikasi, stail layanan ibu dan penghargaan kendiri kanak-kanak cacat pendengaran di sekolah-sekolah menengah pekak Iran. Pelbagai kajian lepas dalam kalangan kanak-kanak cacat pendengaran telah meneroka faktor seperti jenis pendidikan, peranan ibu bapa, impak ibu bapa cacat pendengaran, tahap pekak, usia mula pekak, komunikasi kanak-kanak cacat pendengaran di rumah dan jenis alat bantuan pendengaran yang diguna (Crocker & Luhtanen, 2008). Variabel lain seperti sikap keluarga, kecekapankomunikasidanstaillayananibubapabelumlagidikajisecarasistem atik. Juga tidak jelas apakah faktor yang mempengaruhi penghargaan kendiri kanak-kanak cacat pendengaran. Kajian tinjauan ini telah dijalankan di empat buah sekolah menengah cacat pendengaran di Mashhad, Iran. Sampel kajian adalah 200 orang kanak-kanak cacat pendengaran (100 lelakidan 100 perempuan) serta 200 orang ibu mereka yang tidak mengalami masalah pendengaran. Empat alat ukur digunakan
dalam kajian ini: (1) Rosenberg Self-Esteem Scale (mengukur penghargaan kendiri), (2) Parental Attitudes towards Deafness Scale (mengukur sikap ibu), (3) Parental Acceptance, Neglect and Rejection Questionnaire (mengukur stail layanan ibu), dan (4) Communication Competence Scale (mengukur kecekapan komunikasi). Responden kanak-kanak menjawab tiga alat ukur iaitu: Rosenberg Self-Esteem Scale, Parental Acceptance, Neglect and Rejection Questionnaire and Communication Competence Scale; sementara responden ibu menjawab Parental Attitudes towards Deafness Scale dan Communication Competence Scale. Temu bual juga dijalankan ke atas empat orang kanak-kanak cacat pendengaran dan ibu mereka.

Keputusan menunjukkan terdapat hubungan antara sikap ibu dan penghargaan kendiri kanak-kanak cacat pendengaran, kecekapan komunikasi dan penghargaan kendiri kanak-kanak cacat pendengaran; dan stail layanan ibu dan penghargaan kendiri kanak-kanak cacat pendengaran. Bagi kedua-dua kumpulan (lelaki dan perempuan), tahap penghargaan kendiri adalah lebih tinggi bagi kanak-kanak yang datang dari keluarga yang berpendapatan tinggi, di mana tahap pendidikan ibu bapa lebih tinggi. Akhirnya, kajian ini mendapati sikap ibu, kecekapan komunikasi, dan stail layanan ibu dapat meramal penghargaan kendiri kanak-kanak cacat pendengaran. Memahami sumber penghargaan kendiri kanak-kanak cacat pendengaran adalah penting kerana ia merupakan langkah pertama ke arah membina penghargaan kendiri kanak-kanak cacat pendengaran. Profesional menolong seperti guru dan kaunselor harus melibatkan ahli keluarga melalui kaunseling, dan membantu
mereka mengendali anak cacat pendengaran mereka. Kaunselor boleh membantu ibu bapa yang tiada masalah pendengaran untuk mengurus perasaan dan reaksi mereka dengan mengakui perasaan tidak percaya, kesedihan, menyesal dan marah apabila mendapat anak cacat pendengaran.
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I certify that a Thesis Examination Committee has met on 28 August 2012 to conduct the final examination of Effat Hamed Sardar on her thesis entitled "Relationships Between Mother's Attitude, Parenting Style, Communication competence, and Maternal Treatment Style with Deaf Children's Self-Esteem In Iran High Schools For the Deaf" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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DECLARATION

I declare that the thesis is my original work except for the quotations and citations which have been duly acknowledged. I also declare that it has not been previously and it is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

...............  
EFFAT HAMED SARDAR

Date: 28 August 2012
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