



**UNIVERSITI PUTRA MALAYSIA**

**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**

**EFFAT HAMED SARDAR**

**FPP 2012 7**

**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**

By

**EFFAT HAMED SARDAR**

**Thesis submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
Fulfillment of Requirement for the Degree of Doctor of Philosophy**

**August 2012**

Abstract of thesis presented to the Senate of University Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

**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**

By

**EFFAT HAMED SARDAR**

**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 [ $t(198) = 0.39$ ,  $p>0.05$ ]. 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**

Oleh

**EFFAT HAMED SARDAR**

**Ogos 2012**

**Pengerusi: Profesor Madya Rusnani Abdul Kadir, PhD**

**Fakulti: Pengajian Pendidikan**

Kajian ini meneliti hubungan antara sikap ibu, kecekapan komunikasi, stail layanan ibu dan penghargaan sendiri 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, kecekapan komunikasi dan stail layanan ibu bapa belum lagi dikaji secara sistematik. Juga tidak jelas apakah faktor yang mempengaruhi penghargaan sendiri 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 lelaki dan 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 sendiri), (2) *Parental Attitudes towards Deafness Scale* (mengukur sikap ibu), (3) *Parental Acceptance, Neglect and Rejection Questionnaire* (mengukur stail layananibu), 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 sendiri kanak-kanak cacat pendengaran, kecekapan komunikasi dan penghargaan sendiri kanak-kanak cacat pendengaran; dan stail layanan ibu dan penghargaan kendirikanak-kanak cacat pendengaran. Bagi kedua-dua kumpulan (lelaki dan perempuan), tahap penghargaan sendiri 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 sendiri kanak-kanak cacat pendengaran. Memahami sumber penghargaan sendiri kanak-kanak cacat pendengaran adalah penting kerana ia merupakan langkah pertama ke arah membina penghargaan sendiri 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.





## ACKNOWLEDGEMENTS

Firstly, my praise to Allah for giving me the strength and wisdom to fulfill this challenging task. I would like to express my sincere appreciation and gratitude to my supervisor **Assoc. Prof. Dr. Rusnani Abdul Kadir** under whose guidance and supervision had provided me the opportunity and conducive environment to complete this study. Her invaluable constructive criticisms and continuous support had built in me the confidence to undertake the investigation with patience and optimism throughout the course of my study. Special thanks go to the members of my supervisory committee **Assoc. Prof. Dr. Rohani Ahmad Tarmizi and Dr. Maria Chong Abdullah** for their suggestions and useful deliberative discussion to make this study more comprehensive and meaningful. My deepest gratitude also goes to my previous supervisor **Assoc. Prof. Dr. Rahil Mahyuddin**.

I would like to thank all staff at the Department of Exceptional Children in Khorasan Razavi in Iran for their numerous help and support during my study. I am equally grateful to the deaf children and their mothers who participated in this study. I am immensely and forever grateful to those individuals who have, in one way or another provided me the courage and resilience to pave the way towards the successful completion of this study. Last but not least, to my family, father and mother. Thank you for the patience and perseverance throughout my time as a student. In addition, to my brothers and sisters and their families, thank you for all the support.

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.

Members of the Thesis Examination Committee were as follows:

**Name of Chairperson, PhD**

DR. Shaffe Bin Mohd Daud

Name of Faculty: Educational Studies

Universiti Putra Malaysia

(Chairman)

**Name of Examiner 1, PhD**

Associate Professor Dr Samsilah Roslan

Name of Faculty: Educational Studies

Universiti Putra Malaysia

(Internal Examiner)

**Name of Examiner 2, PhD**

Dr Maznah Baba

Name of Faculty: Educational Studies

Universiti Putra Malaysia

(Internal Examiner)

**Name of External Examiner, PhD**

Professor Dr Beth Doll

Name of Department and/or Faculty: College of Education and Human Science

Name of Organisation (University/Institute): Nebraska Lincoln University

Country: America

(External Examiner)

---

**SEOW HENG FONG, PhD**

Professor and Deputy Dean

School of Graduate Studies

Universiti Putra Malaysia

Date:

The thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Rusnani Bt Abdul Kadir Assoc. Prof., PhD**

Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Rohani Bt Ahmad Tarmizi Assoc. Prof., PhD**

Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

**Maria Chong Bt Abdullah**

Senior Lecturer  
Faculty of Educational studies  
Universiti Putra Malaysia  
(Member)

-----  
---  
**BUJANG BIN KIM HUAT, PhD**

Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:

## 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

## TABLE OF CONTENTS

	Page
<b>ABSTRACT</b>	i
<b>ABSTRAK</b>	iii
<b>ACKNOWLEDGEMENTS</b>	v
<b>APPROVAL</b>	vi
<b>DECLARATION</b>	vii
<b>LIST OF TABLES</b>	xiii
<b>LIST OF FIGURES</b>	xiv
<b>LIST OF ABBREVIATIONS</b>	xv
 <b>CHAPTER</b>	
<b>I INTRODUCTION</b>	
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study	10
1.3.1 General Objective	10
1.3.2 Specific Objectives	10
1.4 Research Questions	11
1.5 Hypothesis of the Study	12
1.6 Significance of the Study	13
1.7 Limitations of the Study	15
1.8 Definition of Terms	17
1.8.1 Self-Esteem	17
1.8.2 Deaf Children	17
1.8.3 Mothers' Attitudes	18
1.8.4 Communication Competence	19
1.8.5 Maternal Parenting Styles	21
1.9 Summary of Chapter	22

<b>II</b>	<b>LITERATURE REVIEW</b>	
2.1	Introduction	23
2.2	Sel-Esteem	23
2.3	Previous Researches about Self- Esteem in Deaf Children	25
2.4	Family System Theory	31
2.5	Theoretical Framework	35
2.6	Degree of Hearing Loss	37
2.7	Definition of Hearing Levels	39
2.8	The Causes of Deafness	40
2.9	Emotional and Behavioral Problems in Deaf Children	42
2.10	Deaf Children of Hearing Family	44
2.11	Parental Attitude Towards Disability of Deafness	56
2.12	Communication Competence and Deaf Children's Self-Esteem	63
2.13	Deaf Education and Communication Problems in Iran	67
2.14	Features of Communication	72
2.14.1	Speech Reading or Lip-Reading	74
2.14.2	Sign Language	74
2.14.3	Finger Spelling	74
2.15	Parental Treatment Styles	77
2.16	Family Socio-Economic Status	78
2.17	Gender	81
2.18	Conceptual Framework	82
2.19	Summary of Chapter	85
<b>III</b>	<b>METHODOLOGY</b>	
3.1	Introduction	86
3.2	Research Design	86
3.3	Location of Study	91
3.4	Pupolation of Study	92
3.5	Sampling Method	94

3.6 Data Collection Procedure	95
3.7 Instruments	97
3.7.1 The Attitude Towards Deafness Scale	98
3.7.2 The Rosenberg Self-Esteem Scale	99
3.7.3 Parental Acceptance, Neglect, Rejection Questionnaire (PANR)	99
3.7.4 Communication Competence Scale	100
3.7.5 Demographic Data	101
3.8 Reliability and Validity of Instruments	101
3.8.1 Reliability of Instruments	101
3.8.1.1 Attitude Towards Deaf Person	101
3.8.1.2 Rosenberg Self-Esteem Scale	102
3.8.1.3 Parental Acceptance, Neglect, Rejection Questionnaire (PANR)	102
3.8.1.4 Communication Competence Scale	103
3.8.2 Validity of Instruments	103
3.9 Pilot Study	104
3.10 Data Analysis	106
3.10.1 Descriptive Statistics	107
3.10.2 Correlation Analysis	107
3.10.3 T-Test	108
3.10.4 Analysis of Variance	108
3.10.5 Regression Analysis	108
3.10.6 Assumption for Simple Liner Regression	110
3.11 Summary of Chapter	111

#### **IV RESULTS AND DISCUSSION**

4.1 Introduction	112
4.2 Descriptive Statistic	113
4.2.1 Description of Demographic Data	113
4.2.2 Deascription of Variables	116
4.3 Test of Normaliy	119
4.4 Inferential Statistics Findings	120

4.4.1 Pearson Correlation	120
4.4.1.1 Findings and discussion of Ho1	120
4.4.1.2 Findings and discussion of Ho2	122
4.4.1.3 Findings and discussion of Ho3	123
4.4.1.4 Findings and discussion of Ho4	125
4.4.2 T-Test	127
4.4.2.1 Findings and Discussion of Ho5	127
4.4.3 ANOVA	128
4.4.3.1 Findings and Discussion of Ho6	128
4.4.3.2 Post-Hoc Based on Family Income	129
4.4.4.1 Findings and discussion Ho7	130
4.5 Interviews Results	129
4.5.1 Interviews with Deaf Children	131
4.5.2 Interviews with Mothers	133
4.6 Summary of Chapter	139
<b>V</b>	
<b>SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS</b>	
5.1 Introduction	140
5.2 Sumamry	140
5.3 Conclusions	143
5.3.1 Demographic Data	143
5.3.2 Description of Variables	143
5.3.3 Conclusion of Research Question 1	144
5.3.3 Conclusion of Research Question 2	145
5.3.4 Conclusion of Research Question 3	145
5.3.5 Conclusion of Research Question 4	147
5.3.6 Conclusion of Research Question 5	148
5.3.7 Conclusion of Research Question 6	148
5.3.8 Conclusion of Research Question 7	148
5.3.9 Interviews	150
5.4 Implication	156
5.5 Recommendations for Future	159



5.6 Summary of Chapter	162
<b>REFERENCES</b>	163
<b>APPENDICES</b>	180
<b>BIODATA OF STUDENT</b>	232

