

Parents' Satisfaction With the Services Provided to Their Students With Mild Intellectual Disabilities in Special Education Schools in the State of Kuwait

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Abstract

The current study aimed at the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait. The study sample was chosen by the available intentional method, and the study sample consisted of 120 guardians of male students with intellectual disabilities in the State of Kuwait for the academic year 2022/2023. To achieve the goals of study, the researcher constructed the tool and reliability and validity were obtained. The results showed that the total mean level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait was (1.84), with a mean level. The results also indicated that there were statistically significant differences in all sub-domains of the measure of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait, due to the educational qualification variable. The study recommended identifying the opinions of parents about the nature of the services provided to their children with mild intellectual disabilities in Kuwait.

Key words: Parents' satisfaction; Services provided to their children with mild intellectual disabilities; Special education schools; The State of Kuwait

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AN INTRODUCTION

An intellectual developmental disorder (intellectual disability) is a group of etiologically diverse health conditions or conditions that arise during a period of development characterized by intellectual performance that is well below mean and adaptive behavior that is approximately two or more standard deviations below the mean (less than the 2.3 percentile), based on standardized and individually administered tests (World Health Organization, 2022; American Psychiatric Association, 2022; and Girimaji, and Pradeep, 2018).

Mild intellectual disability refers to deficiencies in intellectual functions and occurs in about 1.5% of the population. Intellectual disability affects adaptive functioning skills needed to daily life. Mild intellectual disability includes deficiencies in thinking in that the person perceives their surroundings in a more realistic way, and making it difficult to interpret and deal with. This negatively affects their learning, making the process of acquiring knowledge and life skills more difficult. Therefore, most people with a mild intellectual disability need support to survive in everyday life. This adaptive functioning is usually divided into three domains: cognitive, social and practical. Cognitive performance is related to school skills of reading, and writing. Also, challenges are evident in social skills, which appear in the difficulty of forming and maintaining social relationships and friendships. As for the limitations in practical performance, they appear with special challenges in the inability to deal with the daily routine, family care and decision-making (Lindblad, and Fernell, 2022).

There are many measures used to determine the quality of education a child receives, one of which is the use of scales. However, the most important and often overlooked measure is parental satisfaction. Parents are more aware of their child's learning needs and progress in learning. Parental satisfaction is therefore the most important, and measure of the quality of education a

child receives. Parents are more satisfied with their children's school if they are free to choose that school (Kittredge, 2017).

Perry, Charles, Zapparoli, and Weiss (2020) explored school satisfaction in a Canadian sample of parents of children with severe and severe developmental disabilities. The results indicated that school satisfaction was not related to parents' mental health or burden scores, and was related to the child's adaptive and maladaptive behavior, as well as the type of classroom setting. The results of Kim, Lee, and Kim (2023) indicated that single-parent families have greater risks with regard to family relationships, economic status, and legal rights. Parents have reported a range of challenges, including sole parental responsibilities, poor physical and mental health, social isolation and isolation, the pressures of juggling care and work, and difficulty accessing services.

A study of McConnell, More, Pacheco, Aunos, Hahn, and Feldman (2022) indicated that most participants (81%) experienced at least one form of child abuse or domestic adversity. Participants who recalled more positive upbringing, including less adversity and more parental care, tended to have stronger support networks and reported greater satisfaction with their parenting role and emotional warmth in their interactions with their children. Wilhelmsen, Sørensen, Seippel, and Block (2021) study indicated that parents' satisfaction with educational inclusion of children in PE were affected with their attitudes towards inclusion in PE, exchange of information related to physical education, children's handicap scores and physical inclusion. It also showed that parents' attitudes towards integration in PE differed according to the degree of parents' satisfaction with the social and educational integration of their children in PE.

In the study of Aktan, Orakci, and Durnali (2020), fatigue was negatively associated with life satisfaction and quality of life, while quality of life was positively associated with life satisfaction. Quality of life negatively predicted fatigue while fatigue predicted life satisfaction negatively. The results also confirmed that parents of children with disabilities should be supported socially, financially, and be socially supported. In addition, the results of McMahan, Wilson, and Sharry (2023) of the PPSN group indicated improvements in parenting practices, problem behaviors, parental satisfaction, parental self-efficacy, goal achievement, and improvement in parenting behavior, family relationships, and problem behaviors in adolescents, but not in improving emotional difficulties. Hande, Jayan, Kishore, Bhaskarapillai, and Kommu (2023) identified specific factors associated with positive coping. The new scale can be used with parents of children with intellectual disabilities to identify determinants of positive coping.

STUDY PROBLEM AND QUESTIONS

Families with disabled children need more attention due to the significant increase in their number and the additional difficulties they face (Kim, Lee, and Kim, 2023). Parents with intellectual disabilities, like all other parents, are embedded in networks of capacity-enhancing and/or inhibiting relationships (McConnell, More, Pacheco, Aunos, Hahn, and Feldman, 2022). It is therefore important to understand the aspects of the school experience that affect different children and families so that their experience can be improved to the maximum extent possible (Perry, Charles, Zapparoli, and Weiss, 2020). In view of the important role of parents in knowing the special educational needs of their children with mild intellectual disabilities, the current study aimed to find out the extent of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait. This study sought to answer the following questions:

- What is the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait?
- Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait according to the variables (gender, academic qualification)?

STUDY METHODOLOGY

The current study follows the descriptive survey method in order to find out the degree of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait.

Participants

The study sample was chosen by the available intentional method, and the study sample consisted of 120 guardians of male students with intellectual disabilities in the State of Kuwait for the academic year 2022/2023.

Study Tool

The researcher developed a measure of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait, by reviewing previous studies and relevant theoretical literature (McConnell, More, Pacheco, Aunos, Hahn, and Feldman, 2022; McMahan, Wilson, and Sharry, 2023; Perry, Charles, Zapparoli, and Weiss, 2020; and Sanford School of Public Policy, 2023). The study tool consisted of the following dimensions:

- ♣ Satisfaction with support services: It contained of 8 items.
- ♣ Teaching reading and writing skills: it included of 10 paragraphs.
- ♣ Mathematics education: it consisted of 4 paragraphs.
- ♣ Social interaction: it consisted of 8 paragraphs.
- ♣ Communication skills: it consisted of 6 paragraphs

The method of correction on the paragraphs was as follows: (highly satisfied, moderately satisfied, lowly satisfied).

Content Validity

The verification was done by presenting the scale used to (7) experienced and specialized arbitrators, for purposes including the clarity and integrity of the paragraphs and ensuring that they belong to the objectives of the study, and they were also asked for any amendments they deem appropriate, and the criterion of agreement of 80% of the arbitrators was adopted on the suitability of the paragraph, and based on the opinions of the arbitrators, some paragraphs were amended by deletion, addition or modification.

Construct Validity

To verify the validity of the construction of the measure of the level of satisfaction of parents with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait, the scale was applied to a survey sample consisting of (30) parents, and the correlation coefficient was extracted between the degrees of the items and the total score of the domain to which they belong, and the correlation coefficients between the items and the total score of the scale. Correlation coefficients between the items of the field of satisfaction with supportive services. The total score of the domain to which it belongs from the measure of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait ranged between (0.430 and 0.594), and between the items of the domain and the total score of the scale ranged between (0.366 and 0.747). The correlation coefficients ranged between the items of the field of teaching reading and writing skills and the total score of the field between (0.365 and 0.653) between the items of the field and the total score of the scale ranged between (0.314 and 0.739), and the correlation coefficients ranged between the items of the field of mathematics education and the total score of the field between (0.474 and 0.787) and between the items of the field and the total score of the scale ranged between (0.300 and 0.765).), and the correlation coefficients ranged between the paragraphs of the field of social interaction and the total score of the field between (0.412 and 0.805), and between the items of the field and the total score of the scale ranged between (0.342 and 0.626). The correlation coefficients between

the items of the field of communication skills and the total score of the field ranged between (0.344 and 0.814), and between the items of the field and the total score of the scale ranged between (0.458 and 0.761), which are appropriate values and indicate the validity of the construction of the measure of the level of satisfaction of parents with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait.

Tool Reliability

To verify the reliability of the scale of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait, the scale was applied to a survey sample consisting of (30) parents, and the reliability coefficient was extracted using the internal consistency method using the Cronbach alpha equation.

The overall reliability of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait was (0.921), while the reliability coefficients extracted by the internal consistency method for the sub-domains ranged between (0.793 and 0.827), which are appropriate values and indicate the reliability of the parents' satisfaction level measure with the services provided to their children with minor intellectual disabilities in special education schools in the State of Kuwait.

RESULTS

This part of the study presents the results organized according to its questions:

Results related to the first question: What is the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait?

To answer this question, the means and standard deviations of parents' satisfaction level with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait were extracted, and the following table shows these results:

Table 1
Means and standard deviations of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait.

Dimensions	M.	S.D.	Level
Satisfaction with support services	2.18	.538	Moderate
Teaching reading and writing skills	1.68	.388	Moderate
Mathematics education	1.70	.385	Moderate
Social interaction	1.65	.378	Low
Communication skills	2.02	.532	Moderate
Total	1.84	.349	Moderate

Table 1 shows that the total mean level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait was (1.84), with a mean level, while the means for the sub-domains ranged between (1.65 and 2.18), where the field of satisfaction with the supportive services came in the first rank with the highest mean (2.18) and at a mean level, followed by the field of communication skills in the first rank with the highest mean (2.18). 02), then the field of mathematics education with a mean of (1.70) and a mean level, then the field of teaching reading and writing skills with a mean of (1.68) and a mean level, while the field of social interaction came in the last rank with the lowest mean (1.65) and a low level.

Table 2
Means and standard deviations of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait for the subfields according to the variables (sex, educational qualification)

Variables	Level of variables		Dimensions of services provided to students with mild intellectual disabilities				
			Satisfaction with support services	Teaching reading and writing skills	Mathematics education	Social interaction	Communication skills
gender	Males (n=94)	m	2.14	1.66	1.69	1.63	1.99
		s.d	0.543	0.396	0.401	0.382	0.554
	Females (n=26)	m	2.29	1.77	1.76	1.71	2.12
		s.d	0.515	0.352	0.320	0.364	0.436
Educational qualifications	Less than a bachelor's degree (n=33)	m	2.40	1.89	1.88	1.79	2.22
		s.d	0.398	0.224	0.199	0.302	0.305
	bachelor's degree (n=59)	m	2.11	1.57	1.62	1.57	1.96
		s.d	0.590	0.420	0.426	0.385	0.585
	Graduates (n=28)	m	2.06	1.66	1.68	1.64	1.90
		s.d	0.506	0.380	0.402	0.407	0.576

Table 2 shows that there are apparent differences in the means and standard deviations of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait for the sub-fields according to the variables (gender, educational qualification), and to find out the significance of the differences, a multiple binary variance analysis test was conducted.

Table 3 shows that there are no statistically significant differences in all sub-domains (teaching reading and writing skills, satisfaction with supportive services, teaching mathematics, social interaction, and communication skills) from the scale of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait, due to the gender variable. Also, there are statistically significant differences in all sub-domains (teaching reading and writing skills, satisfaction with supportive services, teaching mathematics, social interaction, and communication skills) from the scale of parents' satisfaction with the services provided to their children with mild intellectual

The results related to the second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait according to the variables (sex, educational qualification)?

To answer this question, the means and standard deviations of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait were extracted according to the variables (gender, educational qualification), and the following table shows these means:

disabilities in special education schools in the State of Kuwait due to the educational qualification variable.

The results of the Shaffee test for post-comparisons indicated the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait, according to the educational qualification variable. To the existence of statistically significant differences in all sub -fields (teaching reading and writing skills, satisfaction with support services, mathematics education, social interaction, and communication skills) for the level of parents' satisfaction with the services provided to their children with simple mental disabilities in special education schools in the State of Kuwait according to the variable of the scientific qualification between the scientific qualification (without bachelor and bachelor) and the differences came in favor of (without bachelor's), and the presence of differences between the scientific qualification (without bachelor's and graduate studies) and the differences came in favor of (without bachelor's), and the absence of differences between the scientific qualification (bachelor and graduate studies).

Table 3
Multiple binary variance analysis of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait for the subfields according to the variables (gender, educational qualification)

Source of variance	Dimensions	Sum of squares	freedom degree	Mean of squares	F value	Sig.
Gender	Satisfaction with support services	.617	1	.617	2.267	.135
	Teaching reading and writing skills	.311	1	.311	2.338	.129
	Mathematics education	.123	1	.123	.887	.348
	Social interaction	.134	1	.134	.976	.325
	Communication skills	.506	1	.506	1.877	.173
Educational qualifications	Satisfaction with support services	2.434	2	1.217	4.468	.014*
	Teaching reading and writing skills	2.202	2	1.101	8.272	.000*
	Mathematics education	1.477	2	.738	5.339	.006*
	Social interaction	1.018	2	.509	3.720	.027*
	Communication skills	2.032	2	1.016	3.770	.026*
Error	Satisfaction with support services	31.594	116	.272		
	Teaching reading and writing skills	15.441	116	.133		
	Mathematics education	16.044	116	.138		
	Social interaction	15.869	116	.137		
	Communication skills	31.266	116	.270		
Total	Satisfaction with support services	34.484	119			
	Teaching reading and writing skills	17.926	119			
	Mathematics education	17.623	119			
	Social interaction	17.010	119			
	Communication skills	33.655	119			

DISCUSSION AND CONCLUSIONS

The results indicated that there were statistically significant differences in all sub-domains of the level of parents' satisfaction with the services provided to their children with mild intellectual disabilities in special education schools in the State of Kuwait, according to the educational qualification variable between the educational qualification. Perhaps this is due to the importance of determining parents' satisfaction with the services provided to their children. Parents who are lower in education levels have more needs than others, and this may be explained by their special needs to know about the nature of the special needs of their children with severe mental disabilities. Which calls for the importance of providing awareness services to them and providing them with what the child needs. Wilhelmsen, Sørensen, Seippel, and Block (2021) study indicated that parents' satisfaction with educational inclusion of children affected with their attitudes towards inclusion, exchange of information related to physical education, children's disability scores and physical inclusion. It also showed that parents' attitudes towards inclusion were differed according to the degree of parents' satisfaction with the social and educational integration of their children in PE. In addition, Aktan, Orakci, and Durnali (2020), fatigue

was negatively associated with life satisfaction and quality of life, while quality of life was positively associated with life satisfaction. Also, the results (cMahon, Wilson, and Sharry (2023) indicated that improvements in parenting practices, problem behaviors, parental satisfaction, parental self-efficacy, goal achievement, and improvement in parenting behavior, family relationships, and problem behaviors in adolescents, but not in improving emotional difficulties.

Based on the results, the study recommends:

- Involve parents in identifying the special needs of their children with mild intellectual disabilities.
- Identifying the opinions of parents about the nature of the services provided to their children with mild intellectual disabilities in Kuwait.

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