

## THE PSYCHOSOCIAL EFFECTS OF HOME QUARANTINE ON CHILDREN WITH DISABILITIES FROM THE POINT OF VIEW THEIR PARENTS

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### Abstract

**Background:** The current study examined the psychosocial effects of quarantine on society and children with disabilities in particular. Which they faced during the quarantine period due to the Coronavirus (Covid-19) pandemic.

**Objective:** The current study aims to identify the psychological and social effects of the home quarantine on children with disabilities from their parents' point of view of in Jordan.

**Methods:** The sample size of the current study consists of (103) parents who were chosen by using survey method. This study structured a scale consisting of (25) items. The psychosocial effects of home quarantine on children with disabilities were included. The scale was tested in term of its reliability and validity. The data collection took place during home quarantine period between 1/4/2020 to 20/4/2020.

**Results:** the current study show: The psychosocial effects of the home quarantine on children with disabilities from their parents' point of view were moderate, and there were no statistically significant differences at the level ( $0.05 = \alpha$ ) of the level of the psychosocial effects of the home quarantine on children with the point of view of their parents, according to the educational level of the parents, and the absence of statistically significant differences at the level ( $\alpha = 0.05$ ) of the level of psychosocial effects of the home quarantine on children with disabilities from their point of view of their parents, according to the variable type of disability in the child.

**Keywords:** Home Quarantine, psychosocial effects, Corona (COVID-19), Children with Disabilities

### Introduction

The existence of a disabilities child in the family affects all its members, especially parents who are affected by a set of psychological and social pressures. It is noted that the family's reactions towards its disabilities child extend throughout the period of pregnancy. While doubts and fears dominate the mother when she go informed that the child that she carries is Disabilities. Mother prepare themselves to face problems during childbirth, their fear center on whether the birth will be normal or not. The mother's fears increases if she has been exposed to previous experiences. A capable, effective and integrated human being is the model that we

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seek, and that any disability is a derogation from this human model since the problem of disability is a social issue, borne by the whole society and not the individual alone.

The acute view towards people with disabilities as a social factor leads to an increase in the disability of individuals because they constitute special attitudes and feelings towards themselves, which leads to frustrations, disturbances, and isolation from society, which affects them and their families. The negative view of people represents an impediment to enabling people with disabilities to adapt, and people with disabilities are among the groups that suffer from psychosocial pressures due to the nature of their disabilities imposed on them, whether they are from birth or acquired from psychological pressures in their daily lives that prevent them from living comfortably, happy and independent (Rihani, Zureikat, and Tannous, 2013).

The psychological satisfaction and peace of people can only be achieved through feeling of security, reassurance, and attainments. While these feelings can only be achieved by faith in Allah. Allah. "Those who believe, and whose hearts find satisfaction in the remembrance of Allah: for without doubt in the remembrance of Allah do hearts find satisfaction" (Ar-Rad 28).

Finally, the main objective of this study is to shed the light on the psychosocial effects of home quarantine on children with disabilities from the point of view of their parents in order to reach a tangible scientific result, and appropriate realistic recommendations.

The current study extended it problem from the psychosocial effects of the quarantine on society and children with disabilities in particular. Which they faced during the period of the quarantine that was imposed within the Hashemite Kingdom of Jordan due to the Corona pandemic (COVID-19).

Where the ability of the children with disabilities has been limited, since they do not have the ability to move and adapt with the internal environment. Children with disabilities face a greater problem in adapting to new conditions than ordinary people. As home quarantine is considered as one of the determinants of children with disabilities because it has created a new environment that children with disabilities are not familiar to which may cause many problems. The idea of the present study has emerged through the observations and direct contact of researchers with the families of students with disabilities, and our professions summarize the problem of the current study in answering the following main question, the psychosocial effects of home quarantine on children with disabilities from the point of view of their parents. Specifically,

the study aims to answer the following questions:

- Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) towards the psychosocial effects of quarantine among persons with disabilities from the point of view of their parents attributable to the variable of the educational level of parents?
- Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) towards the psychosocial effects of quarantine among persons with disabilities from the point of view of their parents attributable to the gender variable of the person with disabilities?

### Objectives of the study

- Detecting the psychosocial effects that accompanied the home quarantine of persons with disabilities from the point of view of their parents.
- Detecting the effect of the variables (the academic level of the parents, and the gender of the person with disabilities) on the estimates of the members of the study sample about the degree of psychosocial effects of the home quarantine.

### The importance of studying

The importance of the study lies in its topic that it deals with, namely: the psycho-social effects of home quarantine on children with disabilities from the point of view of their parents. Specifically, the importance of the study is clarified from two aspects: first. The theory by providing (a theoretical framework) a theoretical knowledge about the psychosocial factors of the home quarantine on children with disabilities. Second: the applied and clarifies in the results presented by the study, and in the recommendations that can be used by those responsible and parent for children with disabilities. The research contributes to a comprehensive understanding of the psychosocial effects of home quarantine on children with disabilities, in order to help parents and professionals deal with them and assist them in setting plans and building programs to help them adapting new environment that may occur in the future.

### The limits of the study

- **Objective limits:** The study examined the psychosocial effects of home quarantine on children with disabilities from the point of view of their parents in a Jordanian sample of various types of disabilities.

- **Spatial limits:** The study was restricted to the families of persons with disabilities in the Hashemite Kingdom of Jordan.
- **Temporal limits:** This study was applied during the period of home quarantine accompanying the events of the Corona pandemic (19-COVID) on the Hashemite Kingdom of Jordan in the period between (4/4/120-20 / 4/2020).
- **Human limits:** The study was restricted to the families of children with disabilities of all types.

#### Terminology of study

**Psychosocial effects:** It is the psychological status that can result from a situation or a social phenomenon in which the individual lives and which has an impact on his personality, and this effect becomes clear and it would lead the individual to either stability and adaptation or to withdrawal from that medium and the appearance of feelings of rift and unacceptable behaviors Socially (Al-Bazzaz, 2005).

**Researchers know the psychosocial effects:** It is a group of feelings that are anxiety, tension, anger, feeling of inferiority, weak self-confidence, pessimism, and fear of the future resulting from an emergency situation within the environment in which a person lives and the inability to adapt to changes that occur in the environment, resulting from an emergency situation within the environment in which he lives Where the person is.

**Psychosocial effects are defined procedurally:** as the degree to which the respondent (the parents of a person with a disability) obtains by answering the paragraphs of the scale prepared for this purpose, which reflects the psychological effects of home quarantine on a person with a disability.

**Quarantine:** The so-called quarantine in health care settings, which is intended for a person believed to be exposed to the Coronavirus (COVID-19) and requires that he be isolated to the home to prevent transmission of infection from the:( WHO community, 2020).

Corona (COVID-19): is a disease that is caused by a virus recently discovered, where most people afflicted with this virus suffer from mild respiratory diseases to moderate and affect the elderly and people who suffer from underlying medical problems with serious diseases. (WHO, 2020).

#### Theoretical literature and previous studies

Presentation of theoretical literature on the two topics of psychosocial effects of home quarantine, and a presentation of previous relevant studies where it started from the oldest to the most recent.

##### First: theoretical literature:

The process of studying the psychosocial effects of home quarantine requires, without a doubt, knowledge of its effects on children with disabilities who already "suffer from the effects of disability on them."

##### Psychosocial effects:

Home quarantine has left its psychological and social effects on the family and society, and also left its negative economic and social environmental impacts on all families. Researchers believe that its effects have reached the families of children with disabilities in particular, which we will be interested in clarifying in this research, knowing that the research is concerned with the negative psycho-social effects on children with disabilities because such effects, if they exist and deepen, will leave their marks and constraints on the effectiveness and future of children and families in the Jordanian and Arab society. Therefore, in this research we are required to define what these psycho-social effects in order to define their theoretical and academic dimensions in order to provide recommendations and support in field studies to ensure their authenticity and credibility Since studies and scientific research originally indicate that there are many psychosocial difficulties and effects of disability, whether at the level of the individual with a disability or at the level of their families and the fact that this group is one of the important groups within society that need special care. It is possible that the home quarantine may lead to the deepening of these effects or to exhibit new symptoms. It is very useful to pay attention to the consequences of suffering of persons with disabilities for the home quarantine. Presenting a topic like this and dealing with it in research and study reveals the reality of this suffering and reduces the negative effects resulting from the home quarantine.

Disability has a set of psychological and social effects that may have more impact than the physical or functional effects of a disabled person, as it impedes the continuity of development sometimes and setting goals for the disabled person and the people around him at other times.

##### Psychological effects:

Research indicates that psychologists and special education professionals tend to think that problems experienced by people with disabilities, especially

those suffering from mental disabilities, are attributed to their disability, not to psychological states, such as depression, anxiety, fear, and this misdiagnose is an example of the withholding of truth. The emphasis or a false focus on disability and disregard the important aspects of a person's life, such as life events, abilities, strengths, crises, and other issues related to the lives of persons with disabilities that should also be paid attention by specialists. (Mason & Scior, 2004; Nezu&Nezu, 1994; Reiss, Levitan, Szyszko, 1982).

Disability's acquainting and how professionals and parents perceive it and how they deal with the expressed feelings of people with disabilities is not easy. People with disabilities often suffer from a lack of societal and psychological facilities, personality defects, behavior, allergies and some kind of discrimination. People with disabilities may express feelings of sadness, anger, frustration, anxiety, fear, etc., and specialists and families sometimes see these expressions as a sign that a person with a disability does not cope with his disability, and expresses an emotional response to painful experiences that a person with a disability goes through as ordinary people (Olkin, 1999; Vash& Crewe, 2004).

Among the most important psychological and behavioral effects as reported by (Al-Shahoumi, 1989) and (Ubaid, 2000) that enable us to suffer from disability, which can deepen and become more influential with the presence of a crisis:

1. Feeling of helplessness as a result of restrictions imposed by family or society.
2. Failure of feelings of security and fear of the future.
3. Not being able to depend on psychosocial costs
4. Not being able to be independent and willing to depend on others
5. Introverted and bad effects on adaptation and compatibility.
6. Feeling inferiority.
7. Emotional equilibrium, which causes no fear and no concern.
8. Failure of feelings of security, psychological manifestations of anxiety, and fear of the unknown.
9. Problems with adapting to the environment.
10. Feeling of inner tension, unhappiness, and lack of emotional distress as a result of disability control.
11. Feeling impotent, which creates an individual with a disability, sense of vulnerability, and giving in to disability.

Psychological problems can result from changing social, professional, and economic conditions that may appear in the form of losing the social position of the disabled, and his follow-up for long periods of time that may affect his caregiver, especially if he is not trained, as it affects the relationships of family members which may reach ignorance. Among the other psychological problems and effects resulting from the existence of a gap in the Disabilities's life thathe does not know how to exploit would turn him into a prey for unacceptable types of entertainment or the use of disability to obtain compassion, kindness and begging (Solomon, 2000), (Kabesh, 2014).

#### Social effects

The social model demonstrates how environments can disrupt or facilitate employment by individuals through accommodation or removal of barriers that transform without full participation in society (Linton, 1998). While emphasizing that social and functional harmony includes solutions to provide for the possibility of community participation for all, allowing individuals with disabilities to make their own decisions, educating families on issues and attitudes of disability, and enforcing laws to ensure equality and protection for this category (Olkin, 1999; Smart, 2001). In this form, psychologists can facilitate finding an identity for a person with disabilities and consulting with others to ensure that the person with disabilities has adequate facilities and a link to community participation and decision-making if they are able to do so.

#### Social problems

Social problem are not considered less important than psychological problems, as they are related and interacting with them, here are the most important problems according to (Awwad, 2007):

##### Problems of weak social relations and lack of belonging

The weak social relations of the person with disabilities will affect his personality and his interaction with others, especially his relationship with the environment closest to him which is the family, which makes him lose confidence in the family and reduces his feelings of family and community affiliation, and what may make him feel deprived of the love, affection, calm, and goodness of the family affiliation

And societal, and what may make them feel deprived of love, kindness, calmness, stability and stability, what drives him to behaviors through which he expresses feelings of introversion, passivity, and shyness, and this makes him a non-social personality (Ibrahim, 2002).

### Problems of crippling social roles inside and outside the family

That disability in itself may cause a social change in the life of the person with disabilities himself and his family, as well as after the occurrence of injury or disability. Transferring persons with disabilities in a normal situation, incapacity and inadequacies, changes in roles and causes the so-called conflict of expectations in roles.

### Second: Previous studies

(Al-Masad, Al-Taher and Abu Faraj 2020) conducted a study about the effect of home quarantine as a result of the spread of corona virus emerging in mental health among Jordanians, Where a research team from the Jordanian university's medical school carried out a study on the impact of home quarantine on mental health, which included a broad number of representatives of the Jordanian people. The team conducted preliminary psychological research. The study included (5274) participants, a representative of the various groups of the Jordanian people, from the and age groups. His study showed that three-quarters of them are now feeling relieved or anxious due to the quarantine, and only 10% of them feel completely uncomfortable and very worried about the future. This percentage is considered reassuring because citizens accept the reasons for this quarantine and their belief that it is an important measure to preserve their health. Likewise, much boredom has affected the psychological pressures on their productivity and effectiveness. This study also concluded that all of the unemployed students, housewives, smokers, and asthma patients are at a greater risk, anxiety, or stress and discomfort due to the quarantine. The results indicate that Jordanians have increased their use of electronic devices significantly.

(Rebecca K., Samantha K., Louise E. Smith, Lisa Woodland, Simon Wessely, G.james, 2020) undertook a study on how to improve home quarantine compliance when the virus started in January 2020 to return the worrying issue of home quarantine in the spotlight Once again. In many countries that ask their citizens to "isolate themselves" if they may have caught the infection, the study concluded that the proportion of commitment to home quarantine ranged from 0 to 92.8%. It was also found that one of the main factors that influenced or were associated with decisions to adhere to the home quarantine: the people's knowledge of the perceived risks of the disease and the social procedures and standards followed, and the expected benefits from the quarantine, as well as practical issues such as running out of supplies or the financial consequences of interruption to work. Also results display that people differ in their commitment to quarantine during an outbreak of infectious diseases.

Both (Samantha K. Brooks 1 \*, Rebecca Dunn 1, Richard Amlôt2, Neil Greenberg 1 and G. James Rubin 1, 2016) carried out a study titled Systematic Review of Social and Professional Factors Associated with Mental Tension and Disaster-Affectation, Where four electronic databases were searched (MEDLINE®, Embase , Psyc INFO® and Web of Science). Manual searches and reference lists were performed and the results were summarized as eighteen papers found and 111 were included in the search, which are related to the apparent psychological stress of those exposed to disasters, linked to pre-disaster factors such as (professional factors; specialized training and preparedness; life and health events), and during disasters like: (Occupational factors; specialized training and preparedness; life and health events), During exposure to disasters such as (exposure, duration, location and time of arrival, emotional participation, psychological tension, disintegration, role-related stresses, perceptions of safety, threat, and risks; harm to oneself or others; social support and occupational support), post-disaster factors such as (professiona support, impact on life, life events, media, coping strategies).

The recommendations were that there are steps that can be taken in all stages of the disaster (before, during and after), Which reduces the risks exposed to those exposed to disasters and works to enhance their flexibility to prepare for the requirements of the role, capabilities, and psychological support and this study can be used for the development and training workshops for professionals working to reduce the effects of disasters.

### Comment on previous studies

Through the studies that have been viewed by researchers, we find that they deal with psychological effects alone or social effects also alone. The majority of studies was concerned with the psychosocial problems of ordinary people, and many of them dealt with the pressures that can result from disasters for ordinary people, but we did not find studies within the limits of what the researchers looked at dealing with the psycho-social effects of children with disabilities.

### Study methodology

The researcher used the semi-experimental approach. To answer the study's questions to fit the nature of this study.

### Study population and sample

The study population consisted of the parents of students with disabilities who participated in answering the scale, and they were (103) parents.

### Reasons for selecting the sample

The researchers were chosen for this sample because of their relationships with the local community and the ease of access to the individuals in the study sample.

### Study tools

To achieve the goal of the study related to the detection of the psychosocial effects of home quarantine on children with disabilities from the point of view of their parents, the researchers developed the following study scale:

A measure of the psychosocial effects of home quarantine on children with disabilities from the point of view of their parents:

A scale was built by the researchers, through a review of theoretical literature related to the subject of the study, and the following references were referred to: such as (Al-Shahoumi, 1989), (Awada, 2007), (Al-Bazzaz, 2005), and (Obaid, 2000), (Kabesh, 2014), and (Solomon, 2000). The scale included items measuring the psychosocial effects of home quarantine:

Measuring the child's excitement, does the child feel that he is ostracized or not? the extent of self-satisfaction? Does he have health problems? Can he sit for a long time? Behave unacceptable behavior? Rebel against family power? Is it not psychologically integrated and does not interact with his siblings, and the scale consisted, in its initial form, of (30) paragraphs.

After the scale was presented and with an agreement rate of 80%, some paragraphs emerged, the paragraphs that were agreed upon by the arbitrators were deleted, and paragraphs added by the arbitrators were added, and the scale is in its final form of (25) paragraphs, as shown in the appendices.

### Validity of the scale

The significance of scale validation has been verified in two ways

- 1)The content was certified by displaying the scale to (10) specialists with special education and taking their notes. A percentage of agreement (80%) was adopted on the paragraph for approval, and paragraphs were removed from the scale and other paragraphs were added as shown in the appendices.
- 2)The validity of the construction

By applying the scale to a survey sample consisting of (25) parents from outside the study sample and checking the correlation coefficients between the paragraph and the dimension, the results of the analysis were as they are in (Table 1).

## Methods

### Reliability of the instrument

To ensure the Reliability of the study instrument, the Reliability was calculated using the method of internal Reliability between the instrument's paragraphs, using the Alpha Cronbach equation, and the value of the stability in this method was (0.925). Thus, the present instrument was reliable and could be used in the main study.

### Correction method

A scale was built consist of (25) paragraphs, according to the Likert Pentatonic Scale, and the

answer to the paragraphs is: always, often, sometimes, rarely, never, so that the degree (5) for the answer always, the degree (4) is for the answer often, the degree (3) is for the answer sometimes, grade (2) for answers is rare, and grade (1) for answers is never.

### Study variables

The researchers approved the use of the quasi-experimental approach, where the study members were one group and their number is (103) parents. The study included the following variables: Type of disability, the parents education level.

### Statistical processing

To answer the first question, it must be calculated the arithmetic means and the standard deviations of the psychosocial effects of the household

**Table 1.** Correlation coefficients for scale parameters with field and overall scale of scale.

Paragraph Number	Link with the domain	Correlation with the total degree
1	.515**	.424**
2	.424**	.398**
3	.444**	.475**
4	.477**	.560**
5	.594**	.480**
6	.434**	.499**
7	.461**	.332**
8	.376**	.353**
9	.494**	.351**
10	.458**	.535**
11	.575**	.453**
12	.454**	.346**
13	.553**	.365**
14	.425**	.382**
15	.424**	.410**
16	.539**	.410**
17	.523**	.356**
18	.441**	.339**
19	.437**	.356**
20	.524**	.427**
21	.499**	.368**
22	.587**	.455**
23	.523**	.422**
24	.471**	.366**
25	.492**	.369**

\*\*Correlation indicate statistically at the level 0.05) Stability of scale to ensure the Reliability of the study tool, the Reliability was calculated using the method of internal Reliability between the instrument's paragraphs, using the Alpha Cronbach equation, and the value of the stability parameter in this method was (0.925).

**Table 2.** Mathematical Means, Standard Deviations, and Ranks for the Psychosocial Effects of Home Quarantine on Children with Disabilities from a View and Their View Descending order.

Number	The Paragraph	Means	Standard Deviation	Rank	The Level
1	Feeling ostracized and marginalized	2.36	1.23	23	Medium
2	Being stimulate It is easy to be	3.51	1.12	1	Medium
3	Feeling failure and inability to assert oneself	2.98	1.17	8	Medium
4	Feeling psychological tension, anxiety and lack of self-confidence	3.01	1.23	6	Medium
5	Feeling inferior	2.49	1.2	19	Medium
6	feeling dissatisfied	2.77	1.27	12	Medium
7	feels insecure and psychological	2.48	1.26	20	Medium
8	having sleep problems and disturbing dreams	2.48	1.3	20	Medium
9	suffering from crying spells	2.5	1.37	18	Medium
10	Feeling health problems without a clear cause (digestive problems, headache, tension ...etc)	2.56	1.28	17	Medium
11	neglecting taking care of herself (personal hygiene)	2.46	1.4	22	Medium
12	Feeling annoyed with a lot of non-purposeful movement	3.27	1.23	5	Medium
13	Being tough in his relationship with family members	2.8	1.25	10	Medium
14	Sitting He cannot sit for an extended period	3.3	1.36	4	Medium
15	Getting Quick to burst and get angry	3.37	1.17	3	Medium
16	Having Unacceptable behavior	2.99	1.22	7	Medium
17	Rebelling against family power (father, mother)	2.8	1.13	10	Medium
18	Being himself aggressive and others towards	2.59	1.22	16	Medium
19	Having difficulties following up on assignments remotely	3.49	1.37	2	Medium
20	feeling his parents neglect and blame them	2.31	1.26	24	Medium
21	Trying to escape and avoid talking to others	2.93	1.28	9	Medium
22	He is not psychologically integrating and does not interacting with her brothers	2.69	1.34	13	Medium
23	being jealous of his brothers and sister	2.63	1.3	15	Medium
24	feeling and lose energy quickly	2.67	1.23	14	Medium
Total degree		2.81	0.84		Medium

quarantine on children with disabilities from their parent's point of view.

To answer the second question, it must be calculating the arithmetic means and the standard deviations on the level of the psychosocial effects of the home quarantine on children with disabilities from their parent's point of view, according to the variable level of educational level of the matter.

To answer the third question, it must be to calculated the arithmetic means and the standard deviations for the level of psychosocial effects of the home quarantine on children with disabilities from their parent's point of view, according to the variable type of disability on the child.

**The Results**

This chapter deals with a presentation of the study results that were achieved after analyzing the data. The results were presented as follows:

The first question: ¿What are the psychosocial effects of home Quarantine on children with disabilities from their parent's point of view?

To answer this question, we calculate the arithmetic means and the standard deviations of the psychosocial effects of the household quarantine on children with disabilities from their parent's point of view and have a factor in each paragraph of the paragraphs of the study tool, and (Table 2).

It is noted from Table (2) that the psychosocial effects of the home quarantine on children with disabilities from their parents' point of view the overall degree was moderate, as the arithmetic means (2.81) and a standard deviation (0.84). The paragraphs came in the medium and low levels, as the arithmetic means ranged between (3.51 - 2.31), and the first rank came in paragraph (2) which states "easy to stimulate," with an arithmetic means (3.51) and a standard deviation (1.12) at an intermediate level. The second rank is mentioned in paragraph (19) which states, "It faces difficulties in following dependent duties remotely," with a means (3.49) and a standard deviation (1.37) at an means level, and in the penultimate rank, paragraph (1) stated that "they feel that they are being marginalized" with an means of (2.36) and a standard deviation (1.23) at an means level. In the last rank, however, paragraph (20) states that "he feels that his parents neglect and blame them" with an arithmetic means (2.31) and a standard deviation (1.26) at a low level.

The second question: Does the level of psychosocial effects of home quarantine on children with disabilities differ from the point of view of their parents according to the educational level of the parents?

To answer this question, the arithmetic means and standard deviations are

calculated at the level of the psychosocial effects of the household quarantine on children with disabilities from the point of view of their parents, followed by the variable level of educational level, the matter, and the following table shows that (Table 3).

Table (3): showed that there are apparent differences between the arithmetic means for the level of psychosocial effects of the home quarantine on children with disabilities from their point of view and with them, according to the variable of the educational level of the parents. If the holders of the (general secondary) class obtained below the highest arithmetic means of (2.84), while the holders of

the (bachelor's) category obtained an means arithmetic of (2.83), then the holders of the category (higher studies) get a means of (2.78). To determine whether the differences between the means were statistically significant at the degree of significance ( $\alpha = 0.05 = \alpha$ ), one way ANOVA was applied, and the results of the analysis of variance came (Table 4).

The results in Table (4) indicate that there are no statistically significant differences at ( $\alpha = 0.05$ ) in the level of psychosocial effects of home quarantine on children with disabilities from their parents. According the educational level of the parents, based on the calculated value of P as it reached (0.047), and the level of significance (0.954).

The third question: Does the level of psychosocial effects of home quarantine on children with disabilities differ from the point of view their parents according to the type of disability of the child? To answer this question, the arithmetic means and standard deviations are calculated for the level of psychosocial effects of the home quarantine on children with disabilities from

**Table 3.** Mathematical Means and Standard Deviations for the Level of Psychosocial Effects of Home Quarantine on Children with Disabilities from their Parents according to the Parents Educational Level.

The parents' education level	Number	Means	Standard division
General secondary or less	26	2.84	0.8
Bachelor	37	2.83	0.83
Higher studies	39	2.78	0.9
Total	102	2.81	0.84

**Table 4.** This is an analysis of the variance and the means to find an indication of the differences in the level of psychosocial effects of the home quarantine on children with disabilities from parents of view, according to, the educational level of the parent's variable

Source of contrast	Sum of squares	Degrees of freedom	Means squares	Value of p	Significance level
Among groups	0.068	2	0.034	0.047	0.954
Within groups	71.411	99	0.721		
The total	71.479	101			

**Table 5.** Mathematical Means and Standard Deviations Level of Psychosocial Effects of Home Quarantine on Children with Disabilities from the parent's Point of View, Depending on the Variable Type of Disability for Children.

Type of disability	Number	Means	Standard division
Visual	5	2.43	0.78
Talk delay	6	3.02	0.91
Autism	16	2.89	0.74
Moving	13	2.43	0.85
Hearing	5	3.28	1.43
Learning difficulties	28	2.83	0.71
Mental	22	2.96	0.87
Multiple	7	2.57	0.95
Total	102	2.81	0.84

**Table 6.** Analysis of monovalent variability, to find an indication of differences in the level of psychosocial effects of home quarantine on children with disabilities from the point of view of their parents, followed by the variable type of disability in children.

Source of contrast	Sum of squares	Degree of freedom	Squares means	P value	Significance level
Among groups	4.951	7	0.707	0.999	0.437
Within groups	66.528	94	0.708		
Total	71.479	101			

the viewofpoint their parents, according to the variable type of disability of the child, and the following table shows that (Table 5).

It is noted from Table (5) that there are apparent differences between the mathematical means of the level of psychosocial effects of home quarantine on children with disabilities from their point of view and their children, according to the variable type of disability on the child, As those who have (hearing ) category obtained the highest arithmetic means of (3.28), followed by those who have (talk delay), the means arithmetic amounted to (3.02), then those who have (mental) category get an means arithmetic of (2.96), and finally those who have the two categories of disability (visual and moving) got a means of ( 2.43). To determine whether the differences between the means were statistically significant at the degree of significance ( $\alpha = 0.05 = \alpha$ ), one way ANOVA was applied, and the results of the analysis of variance came as shown in (Table 6).

The results in Table (6) indicate the absence of statistically significant differences at the level of ( $\alpha = 0.05$ ) in the level of psychosocial effects of the home quarantine on children with disabilities from the point of view of their parents, according to the variable of the type of disability for the child, based on the calculated value of P as it reached (0.999), and the level of significance (0.437).

**Discussion of the Results, Recommendations and conclusions**

This chapter discusses and explains the results of the study. This chapter also presents the recommendations that emerged from the study, which aimed to reveal the psycho-social effects of home quarantine on children with disabilities from point of view of their parents. The following is a discussion of the study's results in the light of its questions.

First: Discussing the results related to answering the first question: which stated: "What are the psychosocial effects of home quarantine on children with disabilities from point of view of their parents?"

The results indicated that the psychosocial effects of home quarantine on children with disabilities from the point of view of their parents in general were of moderate effect, as children with disabilities feel under the home quarantine that they are not cared for by family members even though they are with them at home all the time, The family members are busy with their own work and following up on their affairs through social media and not giving enough time to care for children with disabilities.

Number Psychosocial effects	Paragraphs	Always	Almost	Sometimes	Rarely	Never
1	feeling ostracized and marginalized					
2	Being It is easy to be stimulate					
3	Feeling failure and inability to assert oneself					
4	Feeling psychological tension, anxiety and lack of self-confidence					
5	Feeling inferior					
6	feeling dissatisfied					
7	feels insecure and psychological					
8	having sleep problems and disturbing dreams suffering from crying spells					
9	Feeling health problems without a clear cause (digestive problems, headache, tension ... etc)					
10	neglecting taking care					
11	of herself (personal hygiene)					
12	Feeling annoyed with a lot of non-purposeful movement					
13	being tough in his relationship with family members					
14	Sitting He cannot sit for an extended period					
15	Getting Quick to burst and get angry					
16	Having Unacceptable behavior Rebelling against					
17	family power (father, mother) Being aggressive towards himself and					
18	others Having difficulties					
19	following up on assignments remotely					
20	feeling his parents neglect and blame them					
21	Trying to escape and avoid talking to others					
22	He is not psychologically integrating and does not interacting with her brothers					
23	being jealous of his brothers and sister					
24	feeling and lose energy quickly					

Second: Discussing the results related to answering the second question: which stated: "Does the level of psychosocial effects of home quarantine on children with disabilities differ from the point of view of their parents according to the educational level of the parents?"

The results indicated that there were no statistically significant differences at ( $\alpha = 0.05$ ) in the level of psychosocial effects of home quarantine on children with disabilities from the point of view of their parents, according to the variable of the educational level of the parents, These results show that the educational level of the parents did not affect dealing with children with disabilities in the light of the Corona pandemic, because the parents were busy facing the difficult living conditions of family members as a result of the economic and social situation that affected the society as a whole under the Corona pandemic, And follow-up to other family members, since all individuals are inside the house at the same time, and attention must be distributed to everyone in these difficult circumstances, especially since the child with a disability in normal circumstances receives more attention from the parents most of the time.

Third: Discussing the results related to answering the third question: which stated: "Does the level of psychosocial effects of home quarantine on children with disabilities differ from the point of view of their parents according to the type of disability of the child?"

The results indicated that there were no statistically significant differences at the level ( $\alpha = 0.05$ ) in the level of psychosocial effects of home quarantine on children with disabilities from the point of view of their parents, according to the variable type of disability in the child, The fact that the parents have accepted the disability status, and are accustomed to dealing with the state of disability, and that most parents in Arab environments, regardless of the type of disability of their children, did not receive training to deal with their children according to the type of disability they suffer from.

#### Recommendations

- 1) Holding training sessions for parents of children with disabilities to prepare them psychologically and socially to deal with their children in light of the extension of the time period of the Corona Pandemic (COVID-19), or any other pandemic in the future.
- 2) Making televised and electronic programs for children with disabilities to mitigate the psychosocial effects on them from the corona pandemic (COVID-19).
- 3) Increasing psychological and social support for children with disabilities and finding hotlines from official and private institutions to mitigate the psychosocial effects on them from the Corona pandemic (COVID-19).

#### The appendices

The psychosocial effects of quarantine on children with disabilities from their parents' perspective.

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