

Parents' Feelings Toward Their Children Autism

Karantonis Dimitrios

PhD Student

Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine

ABSTRACT

This article was completed in 3 sections. The first recorded introductory elements of the subject of the study. The methodology used to complete the study followed, and finally part of the statistical analysis was prepared with the corresponding conclusions.

KEY WORDS: autism, parents, education.

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I. INTRODUCTION

According to Vagia Papageorgiou, autism: "It is a serious, neuropsychiatric disorder, due to brain dysfunction, it manifests early and lasts a lifetime. It is characterized by qualitative differences in social interaction and relationship building, verbal and non-verbal communication and play-thinking-imagination. These discrepancies profoundly affect the way a person perceives and experiences himself and the world, the way he learns, his behavior, his adaptation, and his functionality in daily life. They also affect the course of development, which deviates from normal, while development affects the clinical picture of autism. The symptoms vary depending on the age and the developmental stage, the severity, the coexistence of other medical conditions, the temperament of the individual and the factors of the environment ". (Www.autismthessaly.gr) root and is the derivative of the combination of the words "he" meaning self and the suffix "-ism" denoting orientation or state. Thus autism can be defined as the state of isolation of a person in himself. Bleuler first called schizophrenic thinking autistic in 1913 because it does not correspond to reality and logic but to imagination. In 1919 he used the term autism to describe a non-pathological behavior, introversion which prevails over extroversion in contact with other people and the world. Then comes Leo Kanner (1943) who defined it as an innate disorder of the ability to create emotional and social contact. Freud considers autism to be synonymous with self-eroticism. Mahler used the term "infant autism" in psychoanalysis to denote a normal phase of development and at the same time a form of psychosis. During the normal autism phase, from birth to the second month of infancy, the infant may not experience the differentiation between self and external reality. Pathological autism is created as a consequence of fixation or regression in this primary phase, the child can not orient himself to the outside world and thus is limited to his own world. (Kougioumoutzakis, 1992). According to Hitoglou Maria, autism is an early and global developmental disorder (three years ago) characterized by severe communication disorders, poor social relationships and behavioral disorders. Today autism is associated with a disorder of the nervous system. The pathophysiological mechanism is activated by various environmental factors pre-perinogenic or even acquired, which as long as there is a genetic predisposition, cause the clinical picture of autism (Hitoglou, 2000)

Yet other scientists claim that autism is an evolutionary disorder. Due to a defect in the systems that process the incoming sensory information, the child reacts excessively to some stimuli and little to others. The autistic child often moves away from his environment and the people present in it, to prevent a fierce attack of incoming stimuli. Autism is a disorder that is affecting more and more children, making them less likely to come into contact with and explore the world. Instead it remains in its own world (Grandin, 1995). Finally, modern research findings show that autism belongs to the spectrum of complex neurodevelopmental disorders which are called Autism Spectrum Disorders as disorders that have mainly a biological basis (Frith, 1999).

These children had difficulties in social interaction but also in communication, verbal and non-verbal, as they observed noise, incorrect or repetitive use of a particular vocabulary and reversal of pronouns.

Stereotypical behavior was also intense (Quill, 2005). They showed that it was impossible for them to cultivate formal social and especially emotional bonds with other people (Frith, 1999). The most important difference between Kanner's theory with that of Bleuler was that this divergent behavior observed by Bleuler and described as acquired, Kanner interpreted it as a birth disorder and called it "early infant autism" (Wall, 2007).

Another important scientist who dealt with this disorder which he called "autistic psychopathy" was the pediatrician Hans Asperger, who studied a small group of children with similar symptoms to those studied by Kanner. Asperger notes that the children studied by him had milder symptoms and considered that the disorder was not acquired but that there was a birth defect. Although Asperger seems to have described a completely different group of children than Kanner examined, this impression is not entirely correct as Asperger essentially gave a broader definition of this disorder and perhaps introduces the concept of spectrum first. Asperger's studies included children who covered a very large range as they were cases of "normal" up to children with severe brain injury (Frith, 1999).

Today, the term "Asperger's syndrome" refers to people who have a normal or even higher level of intelligence than their peers but do not have particular difficulties in verbal and nonverbal communication but show significant discounts in their social skills (Kroustalakis, 2000).

II. METHODOLOGY

Aim

The aim of this study is to investigate the parents' view regarding children with autism.

Sample

A convenience sample of 150 parents with children with autism problem was gathered in order to answer the research aims. The sample was gathered during March 2021 and August 2021.

Research tool

A close ended questionnaire was constructed with 37 questions. The first part of the questionnaire contains questions regarding the characteristics of the parents and their children while the second part contains questions regarding the autism of the child.

Statistical Analysis

The statistical software SPSS.22.0 was used to conduct the statistical analysis Descriptive statistics (frequencies and percentages) were used.

III. RESULTS

Table 1. Gender of the parents

	Frequency	Percent
Male	99	66,0
Female	51	34,0
Total	150	100,0

In table 1 it can be seen that the ratio of male and female participants is 66.0% and 34.0% respectively.



Table 2. Father's age

	Frequency	Percent
25 - 35	49	32,7
36 -45	61	40,7
46+	40	26,7
Total	150	100,0

In table 2 it can be seen that 40.7% of the fathers are 36 – 45 years old, 32.7% of the fathers are 25 – 35 years old and the rest 26.7% of the fathers are above 46 years old.

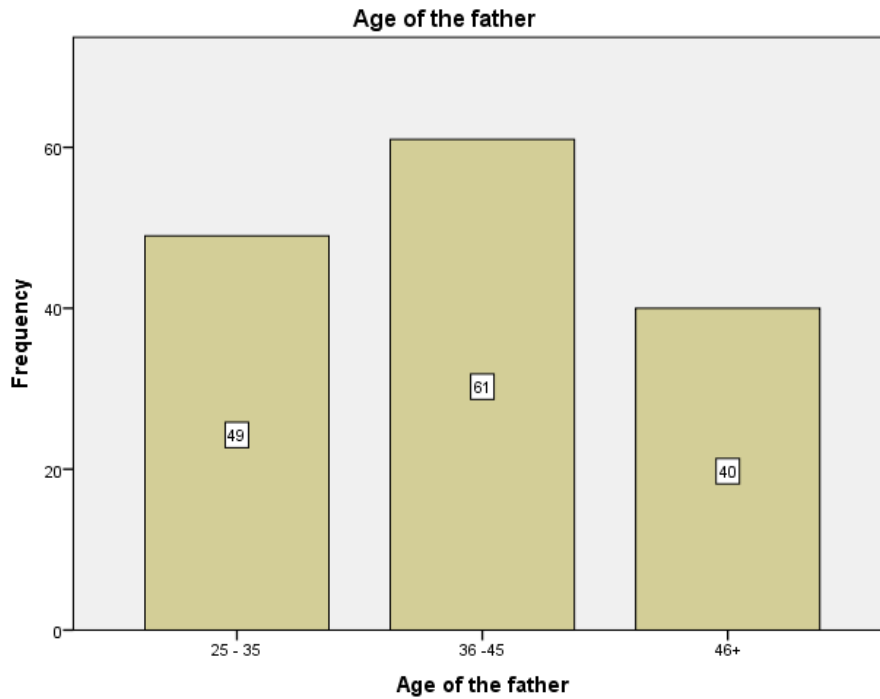


Table 3. Mother's age

	Frequency	Percent
25 - 35	58	38,7
36 -45	67	44,7
46+	25	16,7
Total	150	100,0

In table 3 it can be seen that 44.7% of the mothers are 36 – 45 years old, 38.7% of the mothers are 25 – 35 years old and the rest 16.7% of the mothers are above 46 years old.

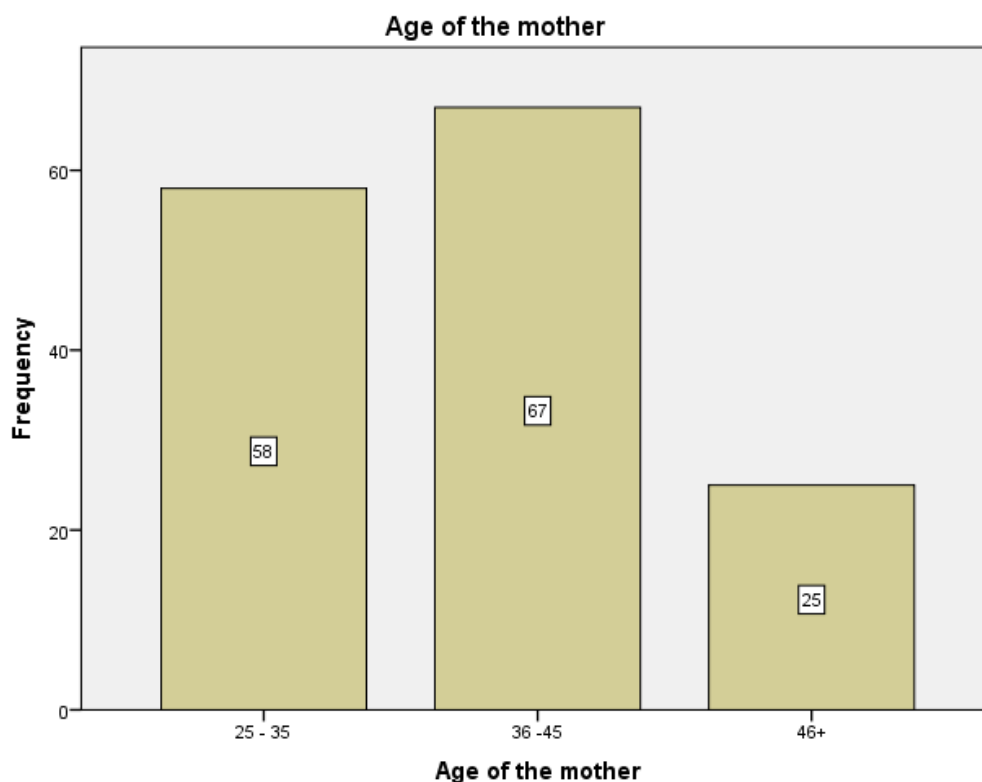


Table 4. Marital status

	Frequency	Percent
Married	142	94,7
Divorced	8	5,3
Total	150	100,0

In table 4 it can be seen that 94.7% of the parents are married and 5.3% of the parents are divorced.

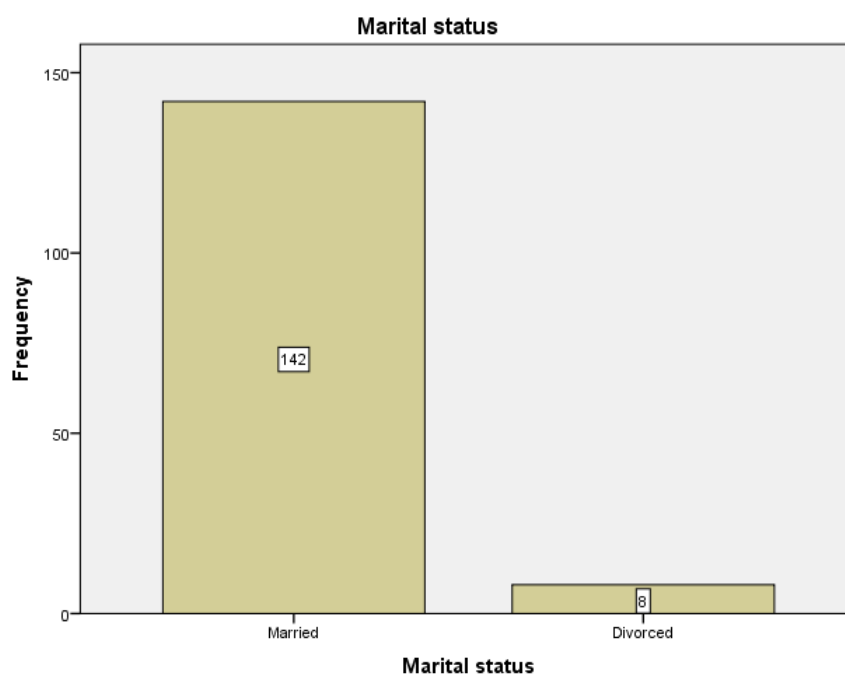
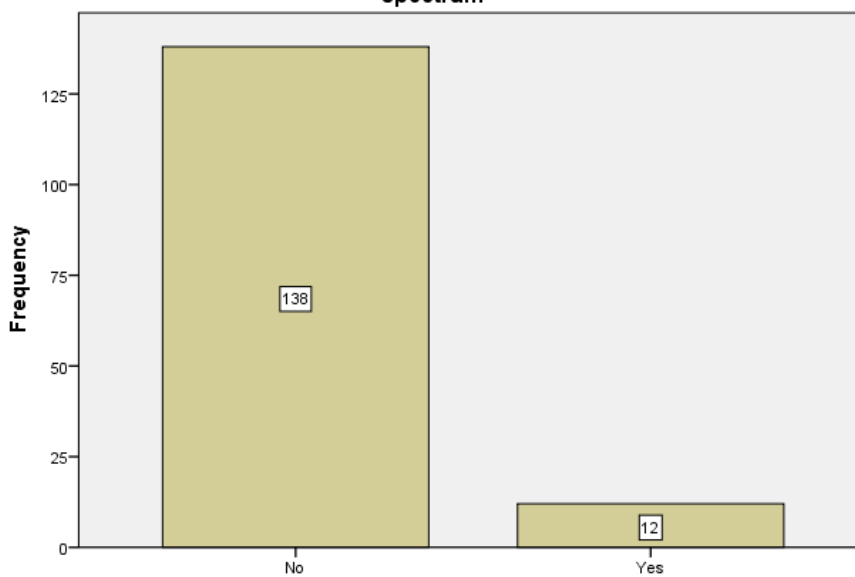


Table 5. Do you know any child in a broad family environment that is part of the autism spectrum?

		Frequency	Percent
Valid	No	138	92,0
	Yes	12	8,0
Total		150	100,0

In table 5 it can be seen that 8.0% of the parents are aware of a child in a broad family environment that is part of the autism spectrum.

Do you know any child in a broad family environment that is part of the autism spectrum



Do you know any child in a broad family environment that is part of the autism spectrum

Table 6. Children age

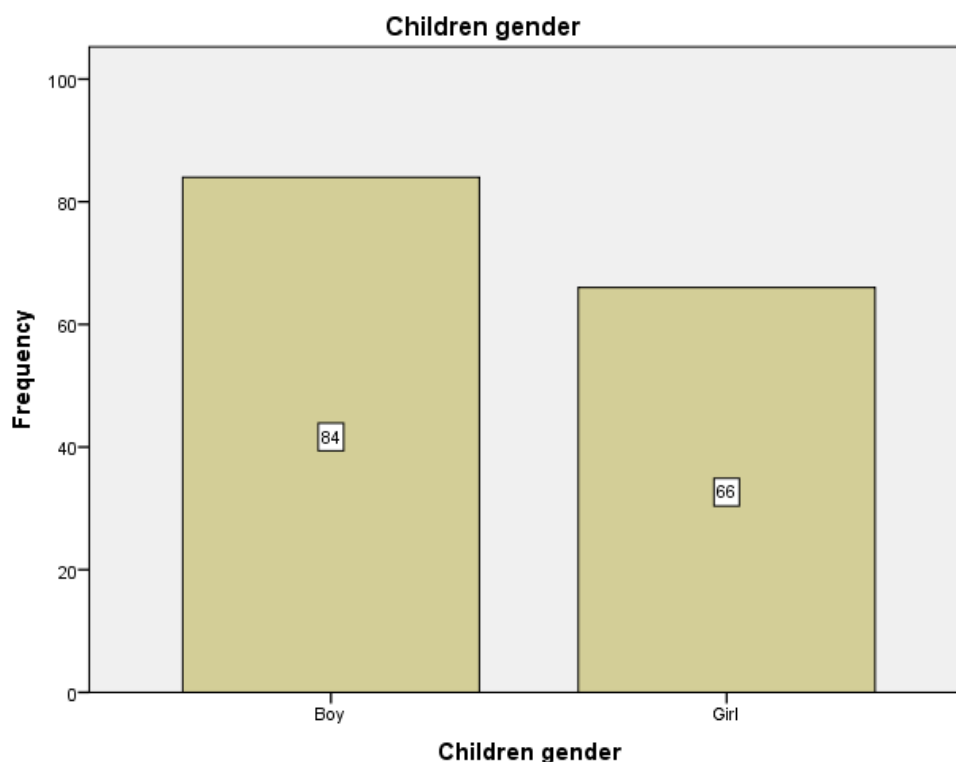
Minimum	Maximum	Mean	Std. Deviation
8,00	15,00	11,086	2,062

In table 6 it can be seen that the average age of the children with autism spectrum is 11.08 (SD = 2.06). The youngest child is 8 years old and the oldest is 15 years old.

Table 7. Children gender

	Frequency	Percent
Boy	84	56,0
Girl	66	44,0
Total	150	100,0

In table 7 it can be seen that 56.0% of the children are boys and the rest 44.0% of the children are girls.



IV. CONCLUSION

The statistical analysis conducted above resulted that the majority of parents believe that the persons affected by autism have a specific absence of social skills. Furthermore, less than 50% of the parents said that the nursery realized the problem of their child, 1/4 of the parents said the pediatric, 1/5 of the parents said the mother and the rest 1/10 of the parents said the father. Only 1/3 of the parents knew something about autism before their child was diagnosed. At the time that the child was diagnosed with autism almost all parents needed economic support, 2/3 of the parents referred to information, 1/2 of the parents referred to the instructions for the child and psychological support. Also, almost 2/3 of the parents said that they felt fear or confused after their child's evaluation, 1/3 of the parents did not accept the problem and 1/5 of the parents had doubts regarding the diagnosis. Interesting result was that 1/3 of the parents said that they have at this point the same feelings they had after the initial evaluation of their child.

As far as the time parents spent with their child less than 50% of the parents said that they spent little time with their child since their time is limited by obligations, 1/3 of the parents said that they spent the necessary time which is actually needed and 1/5 of the parents said that they spent all day long with their child.

In addition, 1/3 of the parents said that the brothers of the children with autism have lost their balance in life while 1/9 of the parents said that the brothers of the child with autism have been affected.

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