
Differences in Social Support among Families of Students with Sensory Disabilities in view of some Variables

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Abstract

This study investigated the level of social support received by families of students with sensory disabilities, examining how support varies based on the type, degree, nature, and gender of the disability. The research included 120 families of preparatory students with sensory disabilities from Ismailia Governorate: 60 families of students with hearing disabilities from Al-Amal School and 60 families of students with visual disabilities from Al-Noor School.

Using a custom-designed social support measurement tool, the study found that families of students with hearing disabilities experienced low levels of social support, while those with visually impaired students reported a medium level of support. Significant differences in social support were also identified across all variables: type of disability, degree of disability, nature of disability, and gender. The findings highlight varying support needs among families of students with sensory disabilities.

Keywords: Social Support, Sensory Disabilities, Hearing disability, visual disability, emotional support, performance support, informational support, discretionary support, social companionship support

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