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## RESULTS OF ANALYSIS OF THE FAMILY VALUES DESTRUCTION IN FAMILIES WITH A CHILD WITH AUTISM SPECTRUM DISORDER (ASD)

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### ABSTRACT

*The present research includes some scientists' research studies and the views of great thinkers who have contributed to the formation of Kazakh family values. In this investigation, it has been studied that children with autistic spectrum disorders would cause changes in family values, affect the education of siblings, lead to changes in relationship between the couples and with the children. Statistical data of divorces as the result of conflicts in the families have been shown. It was identified that single mothers were often stressed without receiving support in bringing up and educating the child with autism, following R. Lazarus coping test. Based to the analysis of the obtained statistic results, the strategies that led to disharmonic and destructive relationships of mothers in families with autistic child, were grouped. Based on the results of the research, three psychological types of mothers who bring up children with autism were identified and given a psychological portrait.*

**Keywords:** Family, Family Values, Education, Children with Autistic Spectrum Disorder, Intrapersonal Relationships, Coping Strategy.

### INTRODUCTION

In Kazakhstan, the formation of personal qualities in family up brining; family values and roles; activities of parents in the families; thoughts and opinions about the future generations' upbringing has originated from X-XII centuries. Great thinkers as Al-Farabi wrote in their works about the importance of instilling the good faith, truthfulness, and justice; Kashgar considered the respect to the elderly, respect to the parents, good behavior, hard work; Zh. Balasagun mentioned about the care for the offspring, good education, good behavior, overcoming difficulties; Yassauı wrote about patriotism, loyalty of faith and etc. The main function of family according to Al-Farabi's has been giving birth, while the main purpose of being born has been achieving happiness.

Kazakhstan's present scientists who have made significant contribution to the study of family values and the importance of national education in child upbringing are Zharykbaev, K, S; Kaliev, Z (1996); Abilova, S (1997); Ğabbasov, S; Sadikov, K (2001); Kozhakhmetova, S

(1998); Uzakbayeva, R (1995); Toleubekova, J (2001); Saribekova, ZK (2014); Shalningbayeva, K.K (2006), Ätemova K, T (2007), and others.

K.T. Ätemova in her work "History of the development of Kazakh family education" stated that the definition and the coordination of the general direction of the social family relations have been not only socio-economic, but also primarily important psychological-pedagogical problems, since the moral and human health of adolescents has been considered as a value of the whole society (Ätemova, 2007).

From the socio-psychological point of view, a family at any stage of the social development reflects on the relationships between parents, children, parents and mutual love, in a community where social development is at the stage of improvement, based on a combination of personality attitudes corresponding to the relevant dimensions and values of the social group of society.

Also, R.K. Töleubekova considered the components of behavioral and conscious habits based on the principle of humanity in the formation of morality (Töleubekova, 2001).

Summarizing the words of the scientists, the foundation of the family is that the male and female get married, and the child is the extension of that marriage. The main task of the parents is to educate, bring up, and integrate the child into society. Family has been the source of national values. The Law of the Republic of Kazakhstan "On Marriage and Family" has stated that "a family - a scope of persons, linked by the property and personal non-property rights and obligations, emerging from marriage (matrimony), affinity, legal relation, adoption or other forms of adoption of children on care, and called to strengthening and developing family relations" while in the Constitution of the Republic of Kazakhstan, "care and education of children" has been defined as a natural right and duty of the parents.

Certainly, when creating a family, mostly, the man dreams of becoming a father, the woman wishes of giving birth and bringing up a healthy generation and looks forward to the future. They dream, plan and set goals for a future child. But, the child's tendency to loneliness and isolation, lack of interaction with people, the absence of ability to perceive everyday life, ritual behavior, memorizing words, without functional understanding or (echolalia) over time, lead to the diagnosis of "autistic spectrum disorder" of the child. Autism spectrum disorders is a disease with delayed or abnormal functioning occurring at least in one of the areas of social interaction, the language used in social imaginative or symbolic communication (Yazdani et al., 2017). Man as a social being spends the greater part of life interacting with other people. This interaction occurs in different types of activities, including communication (Maralov and Sitarov, 2018). After making the diagnosis, the harmony and calmness in the family get loosed. Conflicts arise every day, and eventually, the spouses get divorced.

Therefore, the birth of a child with ASD can be considered as one of the reasons of divorce in the families. On the other hand, mothers who are tired of take caring of child with autism are always in a state of stress. They will not find the way out of this issue. Sometimes, even the the cause of the divorce blames the child.

A child with ASD would have bad influence to the general development of the healthy children in the family (Tkachova, 1998; Galasyuk, 2011; Seligman, Darling, 2013). Parents would pay excessive attention and pity for a child with autism, and would not pay attention to the emotional state of the healthy children; and this would result in developing misunderstanding and jealousy in healthy brothers and sisters. Sometimes children want to play with an autistic



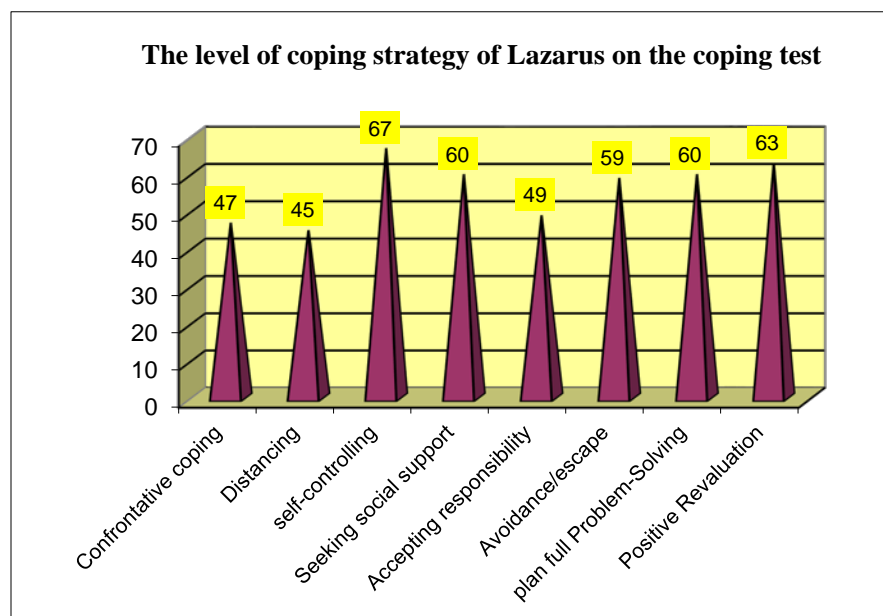
child, and the child's misunderstanding leads to aggression (Levchenko, Tkacheva, 2008; Tkachova, 1998; Galasyuk, 2011; Seligman, Darling, 2013; Constantino et al., 2010; Grossman, 1972; Bank S. P., Kahn, 1982; Farber, 1960).

## METHODOLOGY

This study was conducted to determine what methods and solutions; mothers undertake in upbringing an autistic child. The purpose of the study was to determine the strategies for coping with stress in family relationships, and especially the relationship between a mother and an autistic child. During the study, a Lazarus test was conducted to determine which interaction mechanism was used as a way to overcome the difficulties of mothers who raise children with ASD. This method has been designed to identify different ways to use test contexts for helping in stressful situations, and to study behavior and behavioral problems of an individual.

### *Main part*

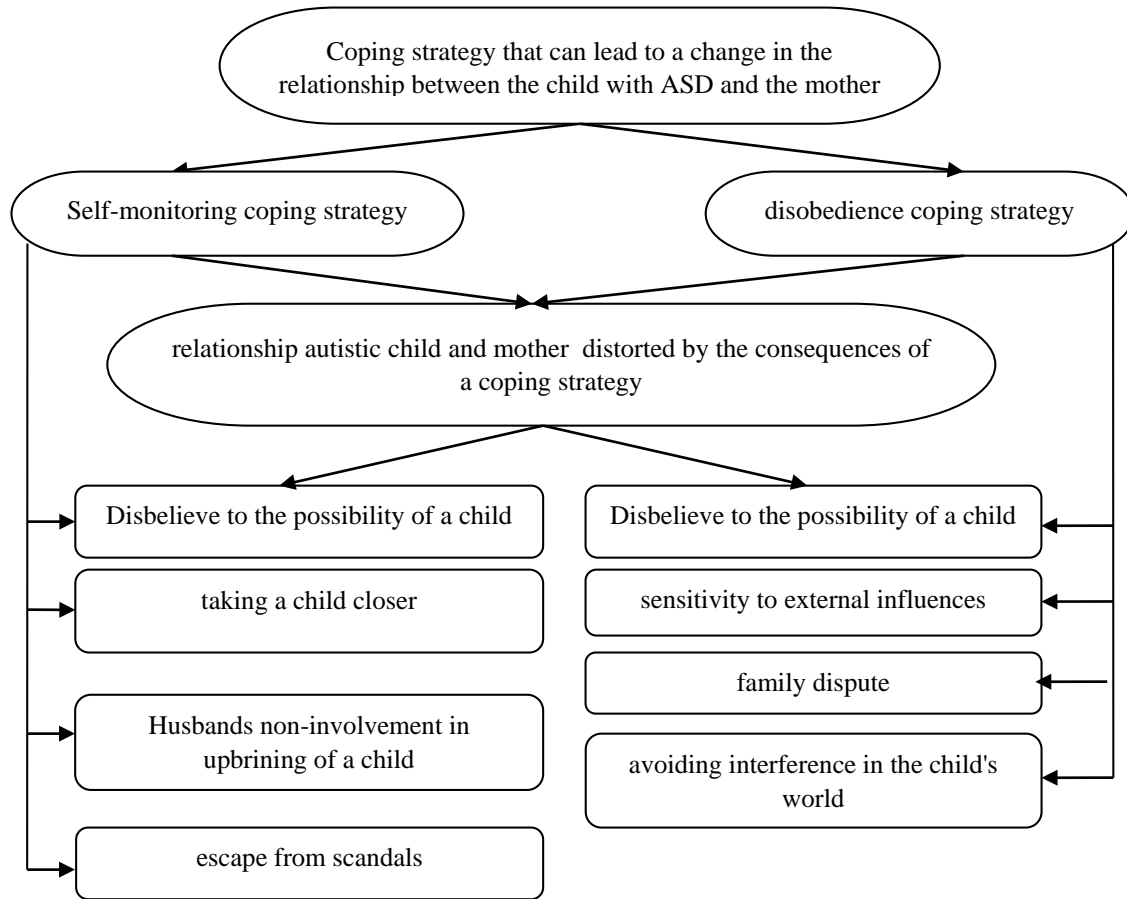
The analysis of the results showed that mothers who bring up children with autism can use a wide range of strategies to overcome the stressful situations. The strategies that can be used in a reasonable manner can include confrontation, overcoming, obtaining, seeking social support, taking responsibility, running away, planning, and problem solving. The mostly used strategies are self-control and positive reevaluation. The reason behind using the self-control and a positive reevaluation strategies, is that they tend to overcome negative emotions associated with the child. The parent reduces the consequences of the difficulty of communicating with the child, tries to control his/her behavior at a high level, teaches himself/ herself, and seeks to understand the problem in a positive way. However, this can lead to anxiety, indifference and inability to assess the potential of the situation. The results of the study can be found in the following diagram (fig.1).



**Figure 1.** The level of coping strategy of Lazarus on the coping test



By defining the frequently used coping behaviors of mothers, it could be concluded that as a result of a statistical study, coping behaviors in overcoming stress in mothers' relationship with autistic children would lead to the distraction of the mother's relationship with the other children, that lead to the distortion of relationships. The relationships between the autistic child and the mother who demonstrated explicitly identified coping strategies have been shown in figure 2.



**Figure 2. The coping strategies that can lead to a change in the relationship between the child with ASD and the mother.**

As can be seen in Figure 1, the statistical analysis of the results obtained from the experimental study showed self-control and escape coping strategies that lead to the family's disharmony in the family with autistic children. Self-monitoring coping strategy has been characterized by a passive coping behavior, and it has been an intrinsic method of overcoming stress. In this way, mothers control their behavior in a stressful situation, restrain themselves, extinguish emotions, are very careful, unbiased, and indifferent to stressful situations. The disadvantage of this strategy is that, active methods of coping with stress cannot be used. Consequently, the self-control coping strategy in upbringing the autistic child would be ineffective. As a result of such coping strategy, mothers would not follow the autistic child development work, would not believe in the child's abilities, would accept that they are incapable of adapting to the

environment, and would not know the ways to solve family conflicts. The mother would not want her husband to interfere with the upbringing of the child, and would keep everything under her control. The mother would develop a symbiotic relationship with the autistic child. The avoiding coping strategy has been an active coping behavior. The mother would not use active methods to solve the stressful situation. Occasionally, stress could be triggered by slipping or drunkenness to avoid thinking about her role in solving the stress. The disadvantage of this strategy is that the mothers would have to strive to avoid a stressful situation. At the same time, the catch coping strategy would also be ineffective in the upbringing of the child. As a result of such coping strategy, mothers would avoid autistic child correction. The mother would ask special correction centers to deal with her child. The mother would not be interested even in the opportunities, achievements, and results of the works done by the specialists of the correctional center. The mother would make a symbiotic relationship with the child. She would not try to develop the child. As a result, family conflicts would increase, and the family values would be violated.

Thus, the hypothesis that "There is a link between a non-constructive coping strategy and coping with family disharmony mothers who are bringing up children with ASD", has been confirmed.

Constructive coping strategies that appear in the autistic child and mother relationships are: confrontation, divergence and positive reassessment. The constructive coping strategies in the relationship between the mother and child can be seen in Figure 3.

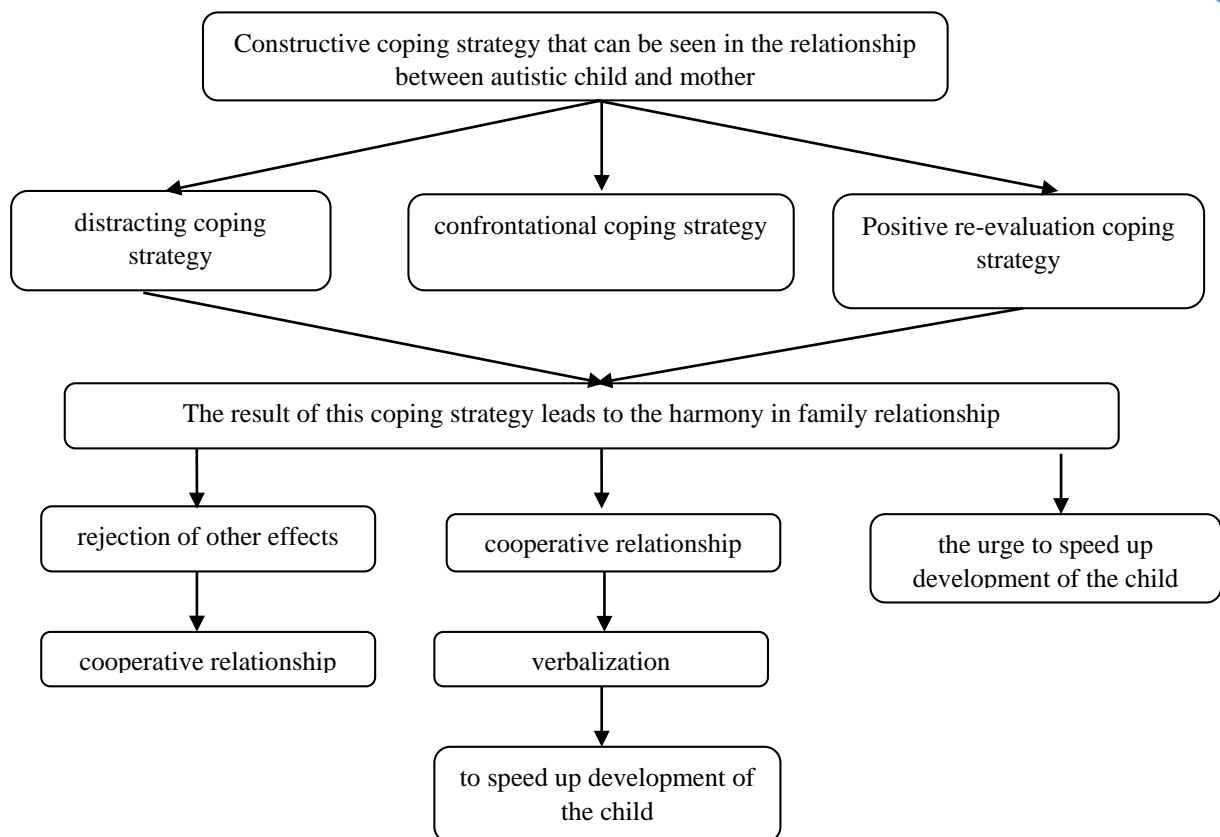


Figure 3. Constructive coping strategies seen in the relationship between autistic child and mother.

*Based on this experimental study:*

- For mothers with children with ASD, strategies of “self-control” and “avoidance” dominated the structure of coping strategies. Mothers used unproductive coping behaviors that prevented them from constructively solving psycho-traumatic situations.
- Family relationships have been characterized by disharmony, i.e. the mothers of autistic children are unsatisfied with the role of the husband, as well as the non-intervention of the family functioning into the educational and household spheres.
- Having dependent relationships with the child’s mother cannot satisfy their social and professional needs.
- In addition, mothers would have difficulty accepting a child with autism and have a symbiotic relationship.
- The coping strategies used by mothers would affect the following aspects of maternal relationships with a child with ASD: “ambivalence of maternal relationships” and “excessive attitudes towards an autistic child” in the rapid development of the child and the life of the child.

Based on the results of the research, the mothers who have brought up autistic children, have been divided into three psychological types (see figure 4):

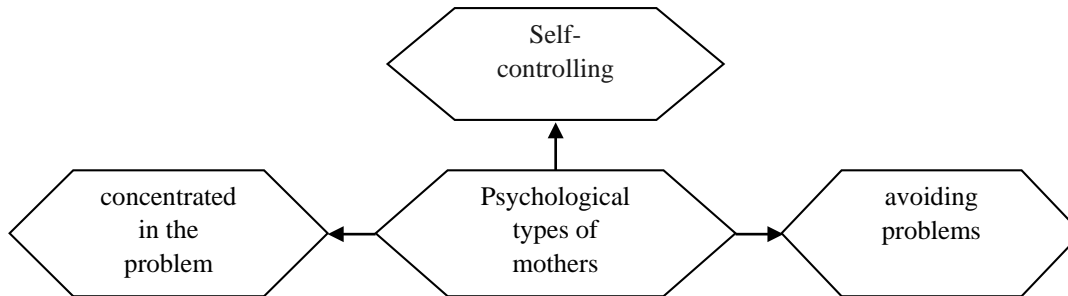


Figure 4. Psychological types of mothers

*Psychological characteristic types of mothers:*

1. **Self-Controlling mothers.** This type of mothers are very cautious, analyze their emotions and behavior strictly. They do not show their real personality, hide it from others and put too much pressure on themselves. They strive to show that everything is well in the family and the society. They are afraid of being open to the others. This type of mothers has also an active lifestyle. They strive to find solution for the problems of themselves and their children. When these mothers see the child's disabilities try to find good doctors, good specialists, and centers. They try to improve a child quickly. These mothers strictly control the development of the child, the social adaptation, despite difficulties. The mother and child remain in the position of the interpersonal cooperation and adaptation, despite difficulties.

2. **Mothers who are concentrated in the problem.** Here, mothers hide the

problems from the society, and have internal stress. This type of mothers limits their social contact and concentrate on their child. The child's condition firstly, influences the mother's psychological state, distress and may cause deterioration of the mental health as well. Secondly, it influences the child because of the mother's overprotection (paying too much attention) or under-protection (paying little attention). This type of mothers doesn't share their experiences with anyone else. They feel guilty and experience a sense of sacrifice. Herein, the interpersonal communication of the parents and children can be expressed either in the closest adoption or the removal of the child, i.e., in the position of two opposite poles.

**3. Mothers who avoid problems.** This type of mothers can be characterized as weary, so they get tired of the child's problems and try to escape them. This type of mothers don't make any efforts to treat the child. Such mothers avoid taking care of the child. They don't realize their responsibility in children's treatment and further development. There are many difficulties in raising a child. There should be no harshness or cruelty in interacting with the child. Mothers who are escaping the problem have been dominated by the hysterical, anxious, and depressive disorders. This is evident in escaping from difficult life situations, and in some cases, it is a problem. In this family, the parent and the child are in a small poor position of interpersonal communication.

## CONCLUSION

As can be seen, the analysis of data from the empirical study suggested that mothers who raise autistic children need a deeper and more comprehensive study of the family problems. However, the studies on autistic spectrum disorder have not been available for all the mothers who bring up children with ASD yet. Concerning an issue of a child with deviation in development, the problem of the family not only in child development, but also in the deterioration of the family values should also be considered.

Hereby, the parent is the one who defines the child's upbringing and social adaptation. However, the birth of a child with ASD can lead to the destruction of the family values. So, the mother would face lots of difficulties in raising the child, alone. Housekeeping for a single woman with a child with ASD would be difficult as well.

In this study of the statistical research, a thorough study has been conducted, and the mothers who have brought up children with ASD were classified into three psychological types, and their psychological portrait was made.

The mothers' relationship with their children, their social behaviors, and their eagerness to understand the essence of the problem were also considered. The problems were considered in the scope of Kazakh family. Family values, child upbringing, motherhood and childhood were also taken into account.

It is a fact that this issue is especially relevant to the deep study of the psychological intelligence of mothers whose children suffer from ASD. For a sufficiently clear understanding of the problem, first of all, the identification of the place and the role of mother of a child with ASD, and the child's place in the family and in the public environment is essential.



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