

November 2024

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### Recommended Citation

Alkenani, Reem A. and Mahmoud Hamadneh, Burhan (2024) "Forms of Violence Against Jordanian Women and Girls with Disabilities: Correlations with Psychological Well-Being," *Journal of International Women's Studies*: Vol. 26: Iss. 6, Article 13.

Available at: <https://vc.bridgew.edu/jiws/vol26/iss6/13>

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## Forms of Violence Against Jordanian Women and Girls with Disabilities: Correlations with Psychological Well-Being

By Reem A. Alkenani<sup>1</sup> and Burhan Mahmoud Hamadneh<sup>2</sup>

### Abstract

The study aims to identify the forms of violence against women and girls with disabilities and their relationship to psychological well-being. The study used a descriptive approach with a correlational study design. We selected the study sample using stratified random sampling, which included 220 girls and women with physical and sensory disabilities aged 14 to 30 years from primary and secondary schools as well as universities in the Ajloun region of northern Jordan. We collected data using a scale for forms of violence (16 items) and a scale for psychological well-being (28 items) after verifying their validity and reliability in the Jordanian context. According to the study sample, the forms of violence against girls and women with disabilities were moderate. Familial violence ranked first and was at a high level, followed by societal violence at a moderate level, and self-assault ranked third at a moderate level. The results also showed that the overall level of psychological well-being and its six domains (self-acceptance, independence, environmental mastery, personal growth, positive relationships with others, and purpose in life) among girls and women with disabilities were low. Additionally, there was a statistically significant negative correlational relationship between the forms of violence against girls and women with disabilities and psychological well-being. The study recommends counseling programs to train women and girls with disabilities on coping mechanisms for different forms of violence and improve their levels of psychological well-being. It also emphasizes raising awareness and societal culture towards women and girls with disabilities and reaffirming their right to live independently, freely, and with dignity by preserving their personal and human rights.

*Keywords:* Jordan, Women and girls, Violence, Disabilities, Psychological well-being

### Theoretical Background

Some of the most pervasive violations of human rights are violence against girls and women which occurs daily, repeatedly in almost every society. Violence has serious short- and long-term physical, economic, and psychological consequences for girls and women in general, including those with disabilities, which prevents their full and fair participation in society. Violence against girls and women with disabilities poses psychological and emotional risks and problems that negatively affect their mental and emotional well-being.

The definition of violence against girls and women is “any act of gender-based violence that results in or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life” (United Nations General Assembly, 2012, p.52). Violence against women and girls with disabilities manifests in various forms, including familial violence, which refers to behaviors directed by parents or family members towards or against women and girls with disabilities directly or indirectly to cause various forms of psychological, verbal, physical, or sexual harm. There is also societal violence, which is any act or behavior that deprives girls and women with disabilities of their social rights, such as interfering in their social

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relationships, isolating them from the community, or cutting off communication within the framework of legitimate social relations. Self-violence refers to suicidal behaviors and self-harm. The former includes suicidal ideation, suicide attempts, also known as attempted suicide, or intentional self-harm in some countries, and actual suicide. Self-harm also includes behaviors such as self-mutilation (Abu Al-Ward, 2017).

Based on the definitions mentioned above, it can be concluded that violence against girls and women with disabilities is an aggressive behavior based on gender bias, masculinity, or racial discrimination due to their disability. This behavior results in harming them physically, psychologically, emotionally, and sexually, threatening them and depriving them of their rights, needs, and requirements, or limiting their freedom and ability to live independently or participate in activities and social relationships.

Disability refers to a physical, cognitive, intellectual, mental, sensory, or developmental condition that may limit a person's ability to engage in certain activities or interact with the world around them. Disabilities can vary widely and may require specific accommodations or support to ensure equal access and opportunity for individuals with disabilities (Hamadneh et al., 2023). In this regard, girls and women with disabilities are particularly targeted by perpetrators of violence due to social exclusion, mobility difficulties, lack of support and assistance, communication barriers, and negative social perceptions.

The scope of violence they experience may include familial violence, societal violence, self-violence, as well as emotional and verbal abuse (Omar, 2019). Women and girls with disabilities are also more vulnerable to familial violence, being victims of deliberate physical, emotional, social, and sexual aggression. They are also more prone to feelings of isolation and have a reduced ability to report abuse due to their dependence on the abuser for their care, whether at home or in institutions. Women and girls with disabilities are subjected to violence by partners, relatives, employees, caregivers, or strangers in residential or institutional settings. They may experience repeated violence and abuse, ranging from neglect and poor care to verbal and sexual abuse (Al-Sweidi, 2013). Family violence is also exacerbated by the spread of abusive customary practices in society and beliefs related to family honor and chastity, creating a fertile environment for the entrenchment of a culture of violence against girls and women with disabilities (Al Kaabi, 2017). In addition, the dominance of men over social and economic decision-making, and their monopoly over it, under societal standards that grant men privileges that elevate their status and diminish that of women. There is a lack of job opportunities or failure to provide opportunities for disabled girls and women to participate in society and meet their needs. The presence of unemployment and poverty makes it difficult for parents to meet the needs and requirements of disabled girls and women within their families, leading to feelings of suffering and frustration, ultimately leading them to vent their negative emotions, which clearly manifests in intentional violence (Tahat, 2014). Weak legal sanctions imposed on perpetrators of sexual violence against girls and women with disabilities. The prevalence of a culture of silence, where the feelings of marginalization, inequality, and fear of speaking out about violence is common among disabled girls and women, leading to the exacerbation and recurrence of violence against them. Additionally, they are more likely to be victims of bullying, exploitation, and threats of violence in schools and universities, and their status may be diminished due to their disability (Abu Al-Ward, 2017). Social, psychological, and economic factors, such as low access to education result in a misunderstanding of the moral and ethical principles that forbid violence, as well as the influence of unfavorable stereotypical images of violence, are the main causes of violence against girls and women with disabilities. Many theories have attempted to explain the phenomenon of

violence in human society. Functional theorists believe that violence in society is nothing more than a response to structural pressures and self-frustrations resulting from deprivation. Deprivation, especially in its material forms, is harmful because it leads to physical harm to women. When men are unable to fulfill their responsibilities towards their families, the pressures and frustrations can result in the misguided practice of violence against their families. This is one explanation of the practice of violence by fathers or husbands against women and girls (Mansour, 2014). Proponents of social psychological theory emphasize that social pressures play a significant role in committing violence: lack of life opportunities, combined with the prevalence of unemployment and poverty, increases the likelihood of violent maladaptive behavior (Al Kaabi, 2017). Social learning theory explains violence as learned behavior acquired through various forms of socialization, intergenerational trauma, and other factors that practice violence against children. It is often accompanied by racial, ethnic, religious, and/or sexual discrimination. Some cultures glorify violence and see it as a means to solve problems, including rationales for violent practices against women and girls (Mansour, 2014).

Moreover, it is important to continue to note that the occurrence of violence against girls and women with disabilities leads to a variety of negative effects. These include physical health issues such as headaches, burns, wounds, fractures, digestive system disorders, and abdominal and back pains. Socially, these girls and women may experience isolation, withdrawal, and avoidance of social activities due to the repeated violence they face. This can also lead to a lack of desire or ability to work, depriving them of financial and moral independence. Psychologically, they may suffer from depression, anxiety, sleep problems, eating disorders, and even suicidal thoughts or attempts. They may also struggle with adaptation and psychological adjustment, leading to a decline in psychological well-being (Al-Suwaidi, 2013).

### *Understanding Psychological Well-Being*

The concept of psychological well-being is a relatively modern concept that has emerged in the field of positive psychology, which calls for research into the positive strengths of individuals, enhancing and strengthening them as an alternative to focusing on the negative and pathological aspects of human personality (Al-Jundi & Tlaha, 2017). Moreover, psychological well-being focuses on positive experiences related to the mind, body, and spirit that work to strengthen and organize an individual's life by promoting independence, achieving a purposeful life, and satisfaction, as well as feeling high levels of optimism and happiness (Villarosa & Ganoticem, 2018). The concept of psychological well-being is defined as the active process through which individuals become more aware, make more successful life decisions, and achieve balance in life by distributing energy and time evenly. It also involves seeking to enjoy life, and a continuous desire to explore and experience more from life (Al-Owaida & Tanous, 2018), including feelings of happiness and satisfaction with one's personal life, possessing positive emotions, establishing positive relationships with others, and controlling the environment (Abdulhadi, 2021).

From the above definitions, it can be concluded that psychological well-being is a concept that refers to a mix of good, comfortable feelings and the right ways to develop the capabilities of girls and women with disabilities. This is done to control their lives, feeling that their existence in life has meaning and purpose, experience positive relationships with others, and having a high ability to overcome difficult circumstances and stressful situations efficiently and successfully, all to achieve satisfaction with life. Further, psychological well-being encompasses six key dimensions that contribute to an individual's overall mental health and satisfaction with life. These

dimensions include self-acceptance, which involves having a positive and unconditional regard for oneself, as well as autonomy, which is the ability to think independently and confront challenges. Environmental mastery is another dimension, referring to one's ability to navigate and cope with the stresses and conflicts in their surroundings. Personal growth is about continuously developing and improving one's abilities and effectiveness in life. Positive relationships with others highlight the importance of forming warm and trusting social connections. Lastly, having a sense of purpose in life involves setting meaningful goals and values that provide direction and fulfillment (Ryff & Singer, 2008; Cabrera et al., 2020).

It is worth mentioning that psychological well-being has numerous benefits for individuals. Among the most prominent are helping individuals overcome the various difficulties and challenges they face in life, contributing to enhancing their ability to achieve their life goals, and adapting to them (Arslan & Asici, 2021). In addition, it plays a role in promoting physical health and productivity at work, stimulating their creative sense, and transferring positive emotions and optimism to others. Psychological well-being also enhances the immune system, reduces the risk of infectious or chronic diseases, prevents various mental and psychological disorders, and enjoys distinctive family and social relationships. It increases the individual's desire to engage in various social activities and reduces the likelihood of addiction to drugs, smoking, or alcohol for some individuals as well as strengthening self-confidence and increasing optimism and self-respect (Alkhazaleh, 2020). Additionally, it plays a crucial part in fostering positive self-satisfaction, learning new things, acquiring competencies, gaining self-direction, and making a constructive contribution to society. This improves an individual's general sense of health and balance, which in turn affects how well they perform to look their best and stand out from the crowd as well as their mental health. (Lui & Fernando, 2018).

Psychologists have been interested in interpreting psychological well-being according to their theoretical and philosophical perspectives. Costa and Macrae adopted the personal theory, a crucial theory that suggests psychological well-being is stable and primarily dependent on personality. As a result, this approach focuses on individuals' various personal characteristics, resulting in differences in their degree of happiness. Each individual has their own theoretical possibility of feeling happy, so the degree to which they achieve happiness reflects their psychological well-being to a high degree, and vice versa. Happiness holds significance as it correlates with positive mood states, their inherent qualities in individuals, self-fulfillment, and optimism. Individuals with high levels of happiness have a distinct ability to manage crises with positive emotions, and they are more capable of enduring hardships and facing situations and pressures (Aljabr, 2023). The Six-Factor Model of Psychological Well-Being, developed by Carol Ryff in 1989, is one of the most distinguished models. This model can be used to infer an individual's degree of happiness and consists of six main dimensions (self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth) (Ryff & Singer, 2008). For instance, environmental theory emphasizes life events as the most significant factor in explaining psychological well-being. Supporters of the environmental approach emphasize that important positive and negative events in an individual's life play a role in influencing their levels of psychological well-being. The ongoing changes and events in an individual's life affect their sense of psychological well-being (Cabrera et al., 2020). According to environmental theory, life events and their fluctuations, whether good or bad, influence the experience of happiness, causing the level of psychological well-being for some individuals to change and vary more over time (Fung, 2011). Each of these six dimensions reflects the various challenges that individuals experience in the process of growth and development, enabling them

to generate ideas on how to live better. Furthermore, each of these six dimensions exists in every individual, whether to a high degree or a low degree (Mansuri, 2017).

In sum, the researchers believe that violence against women and girls with disabilities is likely to be influenced by pre-existing stereotypes. This indicates that the symbolism of disabled women's and girls' bodies forms a discourse that affects people's behaviors and decisions as if compassion and empathy as well as societal accommodations acknowledge weakness, submissiveness, resignation, and other negative traits. These prejudices also constitute a significant source of violence against them, which impacts their psychological well-being. This study is a response to these injustices.

## Research

### *Statement of the Problem*

The problem addressed in this study arises from the fact that violence against girls and women with disabilities constitutes a blatant violation, given the violence and double discrimination they face. On one hand, this is due to their gender, and on the other hand, it is due to their disability. This violence includes neglect based on gender, humiliation, concealment, abandonment, and harm, including verbal, physical, sexual, and sexual exploitation (Al Ramaih, 2013). Therefore, it is necessary to address the discrimination faced by girls and women with disabilities, especially as they are members of two marginalized groups and thus the most vulnerable to violence (Omar, 2019). In addition, the International Convention on the Rights of Persons with Disabilities was published by the UN in 2007 to defend the rights of individuals with disabilities and guarantee their enjoyment of human freedoms, equal rights and obligations, and the right to life and personal fulfillment (Abdulhamid, 2018). In this regard, Al-Rimawi's (2008) study affirmed that girls and women with disabilities suffer from social and psychological problems such as anxiety, depression, isolation, and dependency, leading to a decrease in their psychological well-being. Moreover, Al-Sartawi et al's (2013) study affirmed that girls and women with disabilities face a range of problems, including an increased likelihood of being victims of domestic and societal violence compared to girls and women without disabilities. Shuwader and Ben Harkat's (2016) study also indicated that the majority of disabled women are subjected to violence because they must rely on others to meet most of their needs. Additionally, Abu Hayana and Al-Awawda's (2019) study showed that the level of domestic, societal, and self-violence against disabled women is moderate with hitting or threatening to hit being the most common form of violence. Furthermore, the lower educational level of a person with disabilities results in a higher rate of exposure to societal and self-violence. From these findings emerged the problem of this study which seeks to investigate the forms of violence against girls and women with disabilities in Jordan and their relationship with their psychological well-being. Specifically, the study attempts to answer the following questions:

1. What are the forms of violence against girls and women with disabilities in Jordan from their perspective?
2. What is the level of psychological well-being among girls and women with disabilities in Jordan from their perspective?
3. Is there a statistically significant relationship between the forms of violence against girls and women with disabilities and their psychological well-being from the perspective of the study sample?

### *Objectives*

This study aims to identify the forms and levels of violence (domestic, societal, self) practiced against girls and women with disabilities in Jordan as well as to determine their level of psychological well-being from their perspective. It also aimed to uncover the nature of the relationship between the forms of violence (domestic, societal, self) practiced against girls and women with disabilities and their psychological well-being and its six dimensions (self-acceptance, independence, environmental mastery, personal growth, positive relationships with others, purpose in life).

### *Significance*

The importance of this study is underscored by its focus on the forms of violence against girls and women with disabilities, their psychological well-being, and the relationship between violence and well-being. The authors hope that this study will contribute to enriching the Arabic and international literature on the forms of violence against girls and women with disabilities, their psychological well-being, and the relationship between the two as there is a scarcity of Arabic research that has addressed this aspect and paid attention to it. Further, the authors wish that the results of this study will provide theoretical information and important results regarding the forms of violence against girls and women with disabilities along with their level of psychological well-being. This can enable officials and decision-makers to develop comprehensive social strategies to reduce or mitigate the practice of violence against girls and women with disabilities and increase their level of psychological well-being. It is also expected that this study will receive wide attention from researchers and guide them toward conducting similar future studies.

### *Delimitations*

The generalization of the results of this study is limited to investigating the topic of forms of violence against girls and women with disabilities in Jordan and its relationship with their psychological well-being in the spring of 2024. It is also limited to the opinions of a sample of girls and women with physical and sensory disabilities in primary, secondary, and tertiary schools in Ajloun Governorate in northern Jordan, ranging in age from 14 to 30 years old. Additionally, it used a single tool, the questionnaire; therefore, the generalization of the results of this study is determined by the accuracy in extracting the validity and reliability implications of the tool, and the seriousness of the study sample individuals in responding to it.

### *Methods*

The study used a descriptive approach with a correlational study design as it was most appropriate for the nature of this study and for achieving its purpose, which was to answer its questions seeking to identify the forms of violence against girls and women with disabilities and their relationship with their psychological well-being.

### *Population and Sample*

Due to the difficulty of enumerating the academic population of girls and women with disabilities in Ajloun Governorate in northern Jordan, large schools were resorted to, both primary and secondary, as well as Ajloun National University and Ajloun University College, and cooperation with them was sought to distribute the study tool. The directors and officials in these

institutions expressed strong approval and willingness to participate in this study. The study sample consisted of a stratified random sample of 220 participants of girls and women with physical and sensory disabilities aged between 14 and 30 years in the spring of 2024. The study tool was distributed electronically using a link on Google Drive to the study sample after it was published in collaboration with the directors and officials of the primary and secondary schools, Ajloun National University, and Ajloun University College via personal email and WhatsApp, and it was made available during the period from March 1 to March 25, 2024. Table 1 shows how the study sample is distributed based on its variables.

**Table 1: The Study Sample's Distribution based on Variables**

Variables	Category	Freq.	%
<b>Qualification</b>	Secondary and below	175	79%
	Bachelor's degree and above	45	21%
<b>Age</b>	14 years - under 20 years	152	70%
	20 years - 30 years	68	30%
<b>Disability</b>	Sensory disability	140	64%
	Physical disability	80	36%
<b>Total</b>		220	100.0

*Source: Authors' findings*

### *Tools*

Firstly, the study tool, the “Violence Forms Scale,” was developed to measure the forms of violence practiced against girls and women with disabilities. The researchers referred to and utilized previous tools used in studies such as Abu Hayana and Al-Awawda (2019), Omar (2019), Mansuri (2017), and Cabrera et al. (2020) in constructing the items of the study tool to appropriately reflect the perceptions of the study sample in assessing the forms of violence practiced against girls and women with disabilities and their psychological well-being. The final tool consisted of 16 items distributed across three domains: familial violence, including five items; societal violence, including five items; and violence against oneself, including six items. To correct the tool, values were assigned sequentially (4, 3, 2, 1) for the grades (always, often, sometimes, rarely). The following grades were used to indicate the degree of achievement for the study tool items and the overall result: 1.00 - 2.00 = low level, more than 2.00 - 3.00 = moderate level, more than 3.00 - 4.00 = high level.

Secondly, the study developed the “Psychological Well-being Scale” to measure the psychological well-being of girls and women with disabilities. The researchers referred to earlier study instruments by Al Jundi and Tawalbeh (2020), Al-Mashaqbeh (2018), Al Jundi and Talaheh (2017), and Aladdin (2015) to identify the domains of psychological well-being. They constructed items that appropriately reflect the perceptions of the study sample in evaluating the psychological well-being of girls and women with disabilities across these domains. The final tool consisted of 28 items distributed across six domains: the first domain focused on self-acceptance (5 items), the



second on independence (5 items), the third on environmental mastery (4 items), the fourth on personal growth (5 items), the fifth on positive relationships with others (5 items), and the sixth on purpose in life (4 items). To standardize the tool, values were assigned sequentially (5, 4, 3, 2, 1) for the grades (strongly agree, agree, neutral, disagree, strongly disagree), for the grades given above. If the items numbered 11, 12, 13, 14, and 20 had negative wording, the opposite weights were applied. The study tool items' level of achievement and the outcome were denoted by the following grades: 1.00 - 1.80 = extremely low, 1.80 - 2.60 = low, 2.60 - 3.40 = moderate, 3.40 - 4.20 = high, and 4.20 - 5.00 = very high.

### *Validity*

Two types of validation tools were employed, content validity and construct validity. For content validity, the study tools were initially presented to a group of experts in psychology and special education from Jordanian universities, totaling ten experts. They were asked to verify the accuracy, clarity, and relevance of the items as well as to provide their opinions on their suitability for measuring the intended constructs and to suggest any additions, modifications, or deletions they deemed appropriate. The feedback from the experts, which amounted to 80%, agreed on the suitability of the tools for their intended purposes with some linguistic rephrasing of certain items to increase clarity and measurability. This resulted in the final versions of the study tools.

Construct validity was assessed by calculating the correlation coefficients between each item and its corresponding domain as well as between the total score of the tool, after applying the tools to a sample of 20 participants from the study community and beyond. The correlation coefficients between the items of the first tool (violence forms) and their corresponding domains ranged from 0.45 to 0.80, while the correlation coefficients between the items and the total score of the tool ranged from 0.49 to 0.84. The correlation coefficients between the items of the second tool (psychological well-being) and their corresponding domains ranged from 0.33 to 0.76, while the correlation coefficients between the items and the total score of the tool ranged from 0.35 to 0.79. All these values were statistically significant at the 0.01 level thus confirming the validity of the study tools for measuring the intended constructs.

### *Reliability*

Two methods were used to ensure the reliability of the study tools, the test-retest method and internal consistency reliability. The study tools were applied to a sample of 20 participants from within and outside the study community, consisting of girls and women with disabilities. The tools were then reapplied after two weeks, and the Pearson correlation coefficient was calculated between their estimates on both occasions. Also, the reliability coefficient was calculated using Cronbach's alpha method for internal consistency. Table 2 illustrates the results.

**Table 2: Reliability Coefficients for the Study Tools**

Tool	Test-retest	Internal consistency
Total score on the violence scale	0.83	0.73
Total score on the psychological well-being scale as a whole	0.85	0.81

*Source: Author's findings*

Table 2 shows that the reliability coefficient for the total score of the first study tool, the “Violence Scale,” using the test-retest method was 0.83 and the internal consistency method was 0.73. Similarly, Table 2 indicates that the reliability coefficient for the total score of the second study tool, the “Psychological Well-being Scale,” using the test-retest method was 0.85 and the internal consistency method was 0.81. These values are considered suitable for this study.

### *Data Analysis*

The researchers used means and standard deviations to identify the forms of violence practiced against girls and women with disabilities in Jordan from their perspective as well as their level of psychological well-being from their perspectives. Pearson’s correlation coefficient was also used to reveal the nature of the relationship between the forms of violence (family, community, self-directed) practiced against girls and women with disabilities and their psychological well-being and its six domains (self-acceptance, independence, environmental mastery, personal growth, positive relationships with others, purpose in life).

### **Results**

This section presents the study results according to the order of the questions.

*What are the forms of violence against girls and women with disabilities in Jordan from their perspective?*

To answer this question, the means, standard deviations, and ranks of the responses from the study sample regarding the forms of violence practiced against girls and women with disabilities in Jordan were calculated. Table 3 depicts the results.

**Table 3. Forms of Violence against Women and Girls with Disabilities in Jordan**

No.	Domain	Means	Standard deviations	Rank	Level
1	Familial violence	3.19	.660	1	High
2	Societal violence	2.95	.670	2	Medium
3	Self-violence	2.26	.790	3	Medium
	Overall tool	2.77	.620		Medium

*Source: Authors’ findings*

Table 3 shows that the total score for the forms of violence practiced against girls and women with disabilities in Jordan was at a moderate level, with a mean of 2.77 and a standard deviation of 0.62. Familial violence ranked first with an arithmetic mean of 3.19 and a standard deviation of 0.66, indicating a high level. Societal violence ranked second with a mean of 2.95 and a standard deviation of 0.67, indicating a moderate level. Self-violence ranked third with a mean of 2.26 and a standard deviation of 0.79, indicating a moderate level.

The results indicate that the overall degree of violence against girls and women with disabilities in Jordan was at a moderate level. This could be attributed to gender bias as women

are perceived as the weakest in the family thus needing control and supervision. Additionally, bias related to disability is evident, stemming from the societal perception that disabled individuals are recipients of charity and incapable of making decisions thus requiring others to make decisions on their behalf. This perception leads to various forms of violence against girls and women with disabilities (Omar, 2019). Furthermore, the results reveal that familial violence ranked first with an average score of 3.19 and at a high level. This could be attributed to the familial view that disabled girls and women are burdens or undesirable and incapable of decision-making thus leading to their non-acceptance within the family. Therefore, familial violence among children begins which leaves a negative impact on their psychological well-being. Lack of awareness and familial guidance about the importance of this group and their right to dignified living and independence leads many families to resort to multiple forms of violence (Abu Hayana & Al-Awadah, 2019).

Societal violence came in the second position with an average score of 2.95 and at a moderate level. This might be due to society's negative perception of disabled girls and women, which stems from a lack of societal awareness about the importance of disabled girls and women and their significant role in community building. This is influenced by misconceptions regarding them as hindrances to society due to their disability and its impact on their performance as they are considered to be lacking in capabilities and ineffective in achievement. Additionally, the absence of religious consciousness, guidance, and societal awareness about the importance of this group leads many societal segments to view them differently and treat them with inferiority (Shuwader & Ben Harkat, 2016).

Lastly, self-violence ranked third with an average score of 2.26 and at a moderate level. This may be attributed to the psychological state of disabled girls and women leading to significant self-blame, feeling undesired, and believing they do not deserve life due to negative practices directed towards them by family members, society, or caregivers (Al-Sartawi et al., 2013). Moreover, the negative self-perception and feelings of inferiority, believing they have no role in life and are a burden on society and their families, especially given their limited ability to rely on themselves also contribute to this (Abu Hayana & Al-Awadah, 2019).

*What is the level of psychological well-being among women and girls with disabilities in Jordan from their perspective?*

To answer this question, the means, standard deviations, and ranks of the study sample's responses were calculated for the level of psychological well-being among girls and women with disabilities in Jordan. Table 4 presents the results.

**Table 4: The Level of Psychological Well-being among Women and Girls with Disabilities in Jordan**

No.	Domain	Means	Standard deviations	Rank	Level
4	Personal growth	2.37	.360	1	Low
1	Purpose in life	2.36	.450	2	Low
2	Positive relationships with others	2.32	.370	3	Low
3	Self-acceptance	2.31	.370	4	Low
5	Independence	2.25	.470	5	Low
6	Environmental mastery	1.90	.490	6	Low
	Total score	2.26	.320		Low

*Source: Authors' findings*

Table 4 demonstrates that the overall score for the level of psychological well-being among girls and women with disabilities in Jordan was an average of (2.26) with a standard deviation of (0.32), indicating a low level. "Personal Growth," the fourth domain, ranked first with the highest mean score of (2.37) and a standard deviation of (0.36), also indicating a low level. Following that, in the second position, was the first domain, "Purpose in Life," with an average score of (2.36) and a standard deviation of (0.45), also indicating a low level. In the third position was the second domain, "Positive Relationships with Others," with an average score of (2.32) and a standard deviation of (0.37), also indicating a low level. Finally, in the sixth and last position was the sixth domain, "Environmental Mastery," with an average score of (1.90) and a standard deviation of (0.49), indicating a low level.

The study revealed that the level of psychological well-being among girls and women with disabilities in Jordan, across its six domains (self-acceptance, independence, environmental mastery, personal growth, positive relationships with others, and purpose in life), was low. According to the researchers, this result can be attributed to the impact of psychological factors such as stress, anxiety, and constant psychological pressure as well as the continuous feeling of sadness and loss of pleasure due to the lack of independence, or the inability to make decisions because of parental and societal authority. Moreover, the lack of focus on goals and achieving objectives in life due to feelings of inadequacy, guilt, and self-esteem issues may also contribute. Additionally, disability can affect feelings, thoughts, and behaviors, leading to emotional and physical problems that negatively impact daily life activities and social relationships. Consequently, women and girls with disabilities may feel despair about life and contemplate suicide. These reasons collectively affect the level of psychological well-being.

*Is there a statistically significant relationship between the forms of violence against girls and women with disabilities and their psychological well-being from the perspective of the study sample?*

To answer this question, the Pearson correlation coefficient was used to measure the relationship between forms of violence against girls and women with disabilities and their psychological well-being from the perspective of the study sample. Table 5 shows the results.

**Table 5: Correlations between Forms of Violence and Psychological Well-Being**

Psychological Well-Being	Pearson Correlation	Forms of violence			
		Familial violence	Societal violence	Self-violence	Total score
Self-acceptance	correlation coefficient	-.266-**	-.224-**	-.162-*	-.240-**
	Sig.	.000	.001	.016	.000
Independence	correlation coefficient	-.238-**	-.228-**	-.192-**	-.247-**
	Sig.	.000	.001	.004	.000
Environmental mastery	correlation coefficient	-.297-**	-.263-**	-.229-**	-.296-**
	Sig.	.000	.000	.001	.000
Personal growth	correlation coefficient	-.342-**	-.227-**	-.191-**	-.281-**
	Sig.	.000	.001	.004	.000
Positive relationships with others	correlation coefficient	-.324-**	-.227-**	-.169-*	-.264-**
	Sig.	.000	.001	.012	.000
Purpose in life	correlation coefficient	-.226-**	-.202-**	-.147-*	-.213-**
	Sig.	.001	.003	.029	.001
Total score	correlation coefficient	-.364-**	-.296-**	-.236-**	-.332-**
	Sig.	.000	.000	.000	.000

Statistically significant at the (0.01) level, \*Statistically significant at the (0.05) level

*Source: Authors' findings*

Table 3 indicates a negative (inverse) correlation between forms of violence against girls and women with disabilities and their psychological well-being from the perspective of the study sample with statistical significance at the 0.01 level. The correlation coefficient was -0.332 with a significance level of 0.00. In addition, correlation coefficients between the domains of violence forms and psychological well-being ranged from -0.236 to -0.364 with a significance level of (0.00). The results also revealed a negative correlation between the domains of violence forms and psychological well-being with correlation coefficients ranging from -0.147 to -0.342.

The researchers have interpreted the results to indicate that an increase in the level of violence against women and girls with disabilities leads to a decrease in their psychological well-being. This is because repetitive exposure to various forms of violence generates negative emotions and feelings, which makes girls and women with disabilities less aware and less capable of self-acceptance or successful decision-making. Moreover, such violent practices (familial, societal, and self) lead to an imbalance in life and a weakened ability to form a positive outlook on life. Additionally, violent practices create negative moods and psychological states that hinder personal development and the enjoyment of life for girls and women with disabilities. Furthermore, being victims of violence (familial, societal, and self) leads them to suffer from significant social and psychological problems such as anxiety, stress, depression, isolation, and dependency, which in turn contribute to a decrease in their levels of psychological well-being.

### **Recommendations**

Based on the findings several recommendations emerge to address the challenges faced by girls and women with disabilities in Jordan. Firstly, there is a pressing need to implement counseling programs aimed at training them in coping strategies against various forms of violence such as domestic, societal, and self-directed. These programs should also focus on enhancing their psychological well-being. Moreover, efforts to raise societal awareness and promote a culture of inclusivity towards women and girls with disabilities are crucial as they emphasize their right to live independently, freely, and with dignity while safeguarding their personal and human rights. Enforcing existing laws and introducing new legislation to protect the rights of women with disabilities, particularly in the education and employment sectors, is essential. Enforcement should be accompanied by initiatives to provide training and educational opportunities tailored to their needs thus empowering them to access suitable employment opportunities thereby strengthening their psychological resilience. Furthermore, the establishment of joint committees comprising qualified professionals from various sectors would facilitate research, statistics, and studies on violence against girls and women with disabilities therefore aiding in the development of effective intervention strategies. Lastly, directing research centers and scholars to conduct further studies and encompassing diverse age groups and types of disabilities would contribute to a deeper understanding of the challenges faced by this demographic, ultimately fostering a more inclusive and supportive society in Jordan.

### **Acknowledgements**

We acknowledge that we have not used any AI tools or technologies in any parts of this research.

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