

Obstacles of Psychological and Social Adaptation for Students with Hearing Loss in the Higher Studying Stage in the Amman Governorate

Dr. Mohammad Mobaideen
Faculty of Arts
Al-Ahliyya Amman University
Amman, Jordan

Abstract

The study aimed at recognizing some obstacles of psychological and social adaptation for students with hearing loss at the Higher Studying Stage of the Seventh Grade to the Tenth Grade in Al-Amal School for Students with Hearing Loss in Amman City – Jordan. The sample of study consisted of (65) students (male & female). Scale of obstacles of adaptation of the individual with hearing loss. It was prepared by Ar-Rabadi (1994). The researcher did find the psychological reliability quotient (0.71) and the social adaptation (0.87). Arithmetic means, standard deviations, T-test and analysis of variance for data processing. The most important results terminated into existence of superficial differences among means of estimations of students with hearing loss at obstacles of psychological and social adaptation in accordance with the difference of studying grades, and existence of differences with statistical indication among estimations of individuals of the sample of study, at obstacles of psychological and social adaptation, ascribed to variables of type of handicap, for the interest of the whole degree, and place of residence for the interest of context. In addition to non-existence of differences with statistical indication at obstacles of psychological and social adaptation, due to variables of sex, hearing samples and causes of the obstacle. The researcher recommends to entrust schools with care and concern dyed with awareness, knowledge and experience by proficient teachers and saving infrastructure, which assists students with hearing loss to psychological and social adaptation within the environment in which they live.

Key words: type of individual with hearing loss, individual with weak hearing, adaptation, psychological adaptation, and social adaptation.

Introduction

The handicapped person described as one of individuals of the community in which he is given birth to, and lives. It is a must he gets all rights enjoyed by the ordinary individual. As man, he posses rights as any other else, because these rights are not a donation from a creature as he is, to remind him of a favor if he wishes, and attracts it from him whenever he wishes, but they are rights decided by the Almighty God, due to his human look. Opposite of this the human dignity is wasted if he was deprived of it, means he was deprived of his human rights (Al-Qudat, 2002). Because these rights were given birth to, with man and nobody can relinquish them, and the destination of any community is to keep these inherited rights (Sherill, 1986), mentioned especially in this age of technology, the hearing handicapped was saved with the sphere of aphoristic treatment, and lessening the case and get benefit from the rest of ability of hearing and get benefit from his safe organs at a complete form, also the possibility of learning and teaching, work and live independently overstepping the obstacles by using all means and energies to surmount adversities that face his life.

The individual with hearing loss suffers from multi perceptible deprivation, does not learn from interaction with his environment at the same easiness, with which the ordinary individual interacts. The social interaction is specified at the extent to which it randomly reaches, the thing that affects its interaction and psychological and social success within the environment in which he lives. Dababneh (2010) mentioned that the individual's problem is a complicated one. He may be in of ability to communicate with the environment, and have a deformed perceptible understanding of his world, in addition to his deprivation from basic incentives, and so he has a great difficulty in performing psychological social relations within the environment in which he lives.

The responsibility of the handicapped individuals is a national, human, informational and civilizational responsibility. It is clear that whenever the duty of feeling with human and national responsibility was difficult and complicated, the responsibility was difficult and complicated, especially amongst the individuals with hearing loss, and those who suffer from psychological and social problems, because they bear great dimensions with deep and complicated indications in life of individuals with hearing loss, or in life of their families & community in which they live. So stories of success in the positive dealing with the individuals with hearing loss, have great positive returns and fruitful to escalate the giving possibilities, create natural constituents, and strengthening feelings of success amongst the individuals with hearing loss, especially in our Arab World and states of the Third World.

Therefore, this study is an attempt to get acquainted with some obstacles of the psychological and social adaptation for students of Al-Amal School for People with Hearing Loss in Amman – Jordan, so as to be able afterwards to uncover some obstacles to escort the developed states, and to get benefit from students with hearing loss at different parts of life and make them productive and not consumers.

No doubt the human wealth represents the true value of the outstanding account of any nation for its progress, distinction and continuation of its development. And results of scientific studies had indicated to significance of individuals rehabilitation with special needs to motivate their role in the community in which they live. And this rehabilitation is achieved by integration of medical, psychological, educational, vocational, and social programs and else of programs, that achieve concerns, inclinations, and wishes at harmonious system learning on a basis of equality and enlightened social and cultural justice.

From here starts the importance of caring for individuals with hearing loss and protecting them from what might face them of obstacles and problems that may storm them and affect their future. And the most abundant of these problems, naturally are psychological problems, and social problems. This study is considered a real scope of view on these problems with their different dimensions, aiming at finding some possible solutions to them, especially at institutions in which individuals with hearing loss exist, and assuring their effective role in facing this problem and returning them motivated members in the community, and discovering sides of innovation and skills that conceal inside every individual with hearing loss, and develop them at a climate in which all people join forces in integration and coordination, starting from the family, neighbourhood, institutions of education and learning, places of labour, houses of adoration and athletic, youth and recreational institutions.

Objectives of Study

The study aims at recognizing some obstacles of students psychological, and social adaptation for people with hearing loss in the High Basic Stage of the Seventh Grade to the Tenth Grade at Al-Amal School for People with Hearing Loss in Amman City-Jordan.

The researcher attempts to answer the following questions:

1. Do the psychological and social obstacles of the students with hearing loss differ by the difference of studying grades?
2. Do the psychological and social obstacles of students with hearing loss differ by the difference of sex?
3. Do the psychological and social obstacles of students with hearing loss at users of hearing aids differ from non-users of them?
4. Do the psychological and social obstacles of the student with hearing loss at the inherited handicap differ from the acquired handicap?
5. Do the psychological and social obstacles of the students with hearing loss at the partial handicap differ from it at the whole handicap?
6. Do the psychological and social obstacles of the students with hearing loss differ with the difference of place of residence?

Fields of the Study

1. Place field: this study was done at Al-Amal School for People with Hearing Loss in Amman – Jordan.
2. Human field: this study was made on students of Al-Amal School for People with Hearing Loss from the Seventh Grade to the Tenth Grade.
3. Time field: the questionnaire was implemented at the period (15/10/2013 – 30/10/2013).

Terms of Study

- **Individual with the whole hearing loss:** He is the person who suffers from hearing loss more than (7) decibels, and he is in lack of ability to communicate with the environment in which he lives and has deformed perceptible understanding, the thing that leads to great adversities in building psychological and social relations (Dababneh, 2010).
- **Adaptation:** it is a case of harmony and balance between the individual and himself, and between the individual and his environment, in which he lives, resulting in dropping or removing distress and tension without tumbling in conflict (Younos, 2001).
- **Psychological adaptation:** it is a case in which the individual is at consent of himself, and his psychologicality is characterized with vacancy of contradictions and conflicts that couple with feelings of anxiety and fear (Morsi, 1985).
- **Social adaptation:** it is the case in which the individual is able to adapt with his environment, from part of values, customs, traditions and social relations (Samar, 2006).
- **Individual with partial hearing loss (weak hearing):** he is the individual who suffers from a partial defect in the ability to hear resulted in a perceptible nervous impairment, or conductive with the ear (Beulter, 1970).

Previous Studies

Many studies discussed the individuals with the perceptible handicap (with hearing loss) in general, and few studies discussed psychological and social obstacles for students with hearing loss in the Basic Stage for Higher Grades, in the following a show of studies related:

- **Musselman, et.al. (1988):**

Did a study aimed at investigating the effect of early invention in the linguistic and social development amongst children with hearing loss from both classes; the hard handicap and the very hard handicap. The study included (118) children, their ages amounted to three, four, and five years at time of doing the study. The individuals were retested after three or four years from the beginning of the study. Twelve phrases were used for the study purposes; they are part of the comprehensive test of language. The rest is done orally by covering the mouth of the tester, nothing reaches the tested person except for his voice, and the test of producing uttered words by the tested person, which includes (42) pictures shown to children. They are asked to nominate them and the scale of the receiving language, that includes (41) sentences, organized due to the level of their difficulty and the scale of social development, that includes (66) phrases at all stages of study. Results of study indicated that the more early was the intervention in the stage, the mostly assisted in progress of attainment and social development in the different stages of study, the thing that assures self-concept at some developing characteristic traits of children with hearing loss.

- **Kathrine & Meadow (1990)**

Made a study, aimed at studying behavioural and emotional problems amongst people with weak hearing. The sample of study amounted to (52) pupils (males and females) with weak hearing. Their ages amount between (5) and (12) years. A questionnaire for the purposes of study was used, consists of two axes; axis concerns behavioural problems, and the other concerns the emotional problems. And from results reached by the people with weak hearing, either they were boys, or girls. They show behavioural problems, represented in aggression, and inclination to destruction, no means if males were at a greater degree in this respect. And they also suffer from carelessness and dependence. But the emotional problems are represented in the social anxiety, tension, inferiority complex and emotional imbalance.

- **Arnold & Atkins (1990)**

Prepared a study, aimed at social and emotional adaptation amongst children, handicapped hearingly at elementary schools. The sample of study consisted of (46) children, hearingly handicapped (with hearing loss and weak hearing), handicapped (with hearing loss and weak hearing), in addition to the controlling group. Ages of individuals of study amounted between (6) years and (10) years. The study used numerous instruments, some of which are the social harmony by Bristol and the questionnaire of children's behavior. And the most important results deduced by the study were that inspite of the height of average of bad social and emotional adaptation amongst those with hearing handicap, but it was not worse than ordinary people.

And from its results also existence of great influence of the handicap on the social and emotional adaptation amongst children with hearing handicap, the thing that is in turn reflected on the child's approach towards others. And results also indicated to the existence of positive relationship between adaptation amongst children with the hearing handicap and fathers' understanding their sons with hearing handicap and urging them to social integration with others, and children's problems, with hearing handicap, with social nature more than it is emotional, and it can be overcome by the understanding of fathers and teachers to the nature of the handicap and its effect on the psychologicality of the handicapped.

- **Eltienne & Joseph (1991)**

Wrote a study, aimed at studying the psychological characteristic traits for those with weak hearing, and the factors affecting it and its reflection on their behavior and psychologicalities. The number of individuals of the sample amounted to (56) children with weak hearing, of them (25) children and (21) female children. Their ages amount between (5) and (9) years. The researchers studied the home and school life of these children and the effect of that on the aspects of these pupils' behavior. The most important results were that the environment of school affects those with weak hearing more than home environment. This refers to that the school environment is more understanding of them from the home environment.

Therefore, the complaint of parents from their weak hearing sons was more than the complaint of teachers. And from the results of this study, male children inclined to aggression, especially against their younger sisters, and they also tend to destruction, especially in the house utensils and instruments when something makes them angry from the family. And males are more destructive than females. But teacher's complaint was moving round the inclination of those with weak hearing to go into seclusion and never to participate in school activities and their studying delay.

- **Conyer (1993)**

Put a study, aimed at specifying the factors that share in social acceptance, and the self-concept, required for achieving the academic success amongst ordinary students, and those with weak hearing and with hearing loss. The sample of study consisted of (25) ordinary students, (5) students with hearing loss, and (5) students with weak hearing whose ages amounted between (13) and (17) years. The study used numerous instruments, some of which is Faniland Scale for Adaptive Behaviour, Byer – House for Self – Concept and Scale of Colleagues Honour and a Note – Card for the teacher. The study deduced many results, of them existence of opposite relationship between imaginations of students with hearing loss and those with weak hearing, about themselves and between their acceptance, through their colleagues with hearing loss and those with weak hearing. And the social acceptance amongst students with hearing loss and those with weak hearing may be affected at a greater degree from it amongst the ordinary students of the same sex of the tested person, for males of the ordinary students accept females with hearing loss and those with weak hearing at an average bigger than males with hearing loss. The study also deduced existence of connective and positive relationship among ordinary students, and with hearing loss and those with weak hearing at self – estimations on the scale of self – concept and understanding of social acceptance.

- **Desselle (1994)**

Had written a study, aimed at uncovering the nature of relationship among the techniques of communication used by fathers and self – respect amongst their sons with hearing loss, and those with weak hearing. The sample of study consisted of (53) adolescents with hearing loss and those with weak hearing, whose ages amount between (13) and (19) years, in addition to fathers of these with hearing loss. The study individuals were organized in homogeneity from part of the degree of handicap and intelligence by Stanford. From results of study were the existence of a positive relationship among the techniques of communication and self – respect amongst the adolescents with hearing loss, for it was proved that sons of fathers who use the technique of (oral reading, language of signal and the whole communication) with their sons with the hearing handicap, were with more self – respect to themselves and were more accepting others, that is to the opposite of sons of fathers who use only one pure means with their sons who are hearing obstacles, they were less self – respect to themselves. It was also cleared that the more fathers were more aware of communication techniques with their sons with hearing loss, the most led to the feeling of socially acceptance at sons with hearing loss and weak hearing, and this handicap is purely a weakness in one of the senses, which can be overcome by using certain means.

- **Gurp (2001)**

Prepared a study, aimed at getting acquainted with the self – concept amongst students of secondary schools with hearing loss, through which she made a comparison of self concept amongst students of secondary schools with hearing loss, either in a closed program on the hearing handicapped people, or a collective program with the ordinary people, or in the frame of a program performed on the field of school activities in general, where it was cleared from the results of study the existence of great improvement in the self concept amongst the participant students, the hearing handicapped, in the general school activities. And also there was improvement, but at a less degree in the self concept amongst the hearing obstacles, involved in closed programs frames or secluded, and better self concept were available amongst pupils with hearing loss, than that with students of special grades.

- **Kamal (1977)**

Indicated that in order to have the positive social balance is done for the handicapped people, so it is a must to study and understand the individual's behavior and his social relationship through his family and community until different efficiencies occur, and that phrase assures that Bethhauven was with hearing loss, but care for him made him the best musician in the world.

- **Sadeq et.al. (1990)**

Mentioned in their book “Obstacles Athletics” that social adaptation of individual starts with continuation and acceptance of the concept of life at the first years of his life, for most of his problems can be solved by wrong attempt, and success starts with building some invisible preventives in his imagination to prevent occurrence of psychological and social problems to him, through his experience in life. And the person who is peculiar from this basis, he himself who ignores experiences of life and experiments. And the person with hearing loss may find a great difficulty in interacting with his handicap in accepting experiences of life and experiments, the thing that causes plenty of psychological and social troubles. So, adaptation if was positive or negative, that very much depends on first years of experience starting from his handicap and self experience and getting benefit from others experiences and experiments on this field, that may include deprivation and dependence on other people, independence, fundamentalism, sexual growth and puberty, and aggressive behavior control.

Method and Procedures

Method of Study

The researcher used the descriptive analytical method, because of its appropriateness to nature of study, its objectives, and questions.

Community of Study

The community of study consisted of all students with hearing loss, registered in Al-Amal School for Students with Hearing Loss, amounting to (117) students (males & females) due to statistics of Al-Amal School for Students with Hearing Loss.

Sample of Study

All students with hearing loss were chosen for the Higher Basic Grades from Grade Seven to Grade Ten, amounting to (65) students. Their rate amounted to (56%) from the whole community of the school for students with hearing loss. Table No. (1) clears the description of individuals of the sample of study due to variables of study.

Table No. 1. Description of individuals of the sample of study due to variables of study (studying grades, sex, hearing obstacles, techniques of handicap, type of handicap, and place of handicap)

Variable	Class	No.	Rate	Variable	Class	No.	Rate
Studying Grades	Seventh	23	35%	Sex	Male	33	50.8%
	Eighth	12	18.5%				
	Ninth	13	20%		Female	32	49.2%
	Tenth	17	26.2%			65	100%
Total		65	100%				
Hearing aids	Used	33	50.8%	Causes of Handicap	Inherited	19	29.2%
	Not used	32	49.2%			Acquired	46
Total	65	100%	Total			65	100%
Type of Handicap	Partial Whole	22	33.8%	Place of Residence	City Village	32	49.2%
		43	66.2%			33	50.8%
Total		65	100%	Total		65	100%

Instrument of Study:

The researcher used the scale of obstacles of the individual with hearing loss. It was prepared by Ar-Rabadi (1994). The questionnaire included a number of questions, that can be divided into three dimensions; the first dimension concerns the unprocessed information about students with hearing loss, from part of studying grades, sex, hearing aids, causes of handicap, type of handicap, and place of handicap. But the second dimension, its questions were represented in the psychological adaptation for students with hearing loss, indicated in the questionnaire, from the phrase (1) to (26). And questions of the third dimension are represented in the social adaptation obstacles for students with hearing loss, indicated in the questionnaire from the phrase (27) to (63). Lekarts Fivefold Scale. And to answer the phrases of the scale it was investigated from the following:

- **Validity of Scale Instrument:** realization of the validity of the instrument of study “Obstacles of adaptation of the hearing handicapped individual”, prepared by Ar-Rabadi (1994), that is by showing them to seven experts of specialists in the field of hearing handicap, who in turn indicated to the validity of the scale of obstacles of individual’s psychological and social adaptation.
- **Reliability of instrument of Study:** realization of reliability of scale used by the method of extracting reliability quotient of Cronbach Alpha for internal consistency, for psychological adaptation amounted to (0.71) and social adaptation amounted to (0.87) and the instrument as a whole amounted to (0.88).
- **Choice of Assistant:** the researcher sought assistance from some signal female teachers of deaf students and organized psychological interviews with deaf students inside classrooms and at leisure time, aiming at clarifying the objective of research and answering any enquiries. After that questionnaires were distributed at deaf students by the assistance of signal teachers for deaf students. That was during the period (10/10/2013 – 24/10/2013). And after collecting the questionnaires from students, the researcher started emptying data into gathered forms to do the statistical processing.
- **The Statistical Processing:** in this part the researcher attempts to answer the questions of study on which the study was performed, and to realize from the validity and correctness of questions the following statistical method was used:
 - Finding the arithmetic means and standard deviations.
 - Finding the T.value for all variables of the study.
 - Using mono – analysis of variance (MANOVA).

Results of Study Analysis: this chapter included a show of analyzing the results, which had been analysed at the memory of the computer and reaching them through the responses of individuals of the sample of study to the phrases of the questionnaire. And the researcher showed them in accordance with the questions of the study.

Firstly: showing and analyzing the results related with the first question:

The wording of the question: “Do the psychological and social obstacles of deaf students differ due to difference of studying grades?”

To answer this question, arithmetic means and standard deviations were counted for the effect of difference of studying grades on the psychological and social obstacles of deaf students.

Table No.2. Arithmetic means and standard deviations of the psychological and social adaptation and the whole degree due to the variable of studying grades

		No.	Mean	Std. Deviation
Psychological Adaptation	Seventh	23	2.88	0.458
	Eighth	12	3.04	0.431
	Ninth	13	3.16	0.327
	Tenth	17	3.07	0.354
	Total	65	3.023	0.409
Social Adaptation	Seventh	23	3.53	0.591
	Eighth	12	3.48	0.554
	Ninth	13	3.84	0.387
	Tenth	17	3.65	0.438
	Total	65	3.61	0.515
The Whole Degree	Seventh	23	3.26	0.487
	Eighth	12	3.30	0.440
	Ninth	13	3.56	0.320
	Tenth	17	3.41	0.355
	Total	65	3.36	0.422

It is clear from the data of Table No. (2) the existence of superficial differences among means of estimations of individuals of the sample of study in the obstacles of the psychological and social adaptation and the wholly with the difference of studying grades, to specify the levels of statistical indication of those differences. And the mono analysis of variance (MANOVA) for the effect of variable of the studying grades difference was used.

Table No. 3. Mono – analysis of variance for the psychological and social adaptation and the whole degree due to variable of studying grades difference for deaf students

	Some of Squares	df	Mean Square	F	Sig
Between Groups	0.734	3	0.245	1.498	0.224
Within Groups	9.956	61	0.163		
Total Adaptation Psychological	10.690	64			
Between Groups	1.092	6	0.364	1.396	0.253
Within Groups Social Adaptation	15.912	61	0.261		
Total	17.004	64			
Between Groups	0.825	6	0.275	1.584	0.202
Within Groups The Whole Degree	10.591	61	0.174		
Total	11.417	64			

It is clear from the data of Table No. (3) that there are no differences with statistical indication among estimations of the sample of study individuals ascribed to the effect of the studying grades difference variable in the obstacles of psychological and social adaptation and the whole adaptation, for the level of indication amounted to (0.05).

Secondly: showing and analyzing results related to the second question:

Question wording: “Do the psychological and social obstacles of deaf students differ by the difference of sex?”

To answer this question arithmetic means and standard deviations and T-test for the effect of sex difference for the obstacles of psychological, social and the whole adaptation of deaf students were counted.

Table No. 4 Arithmetic means, Standard deviations, and T-test for the effect of sex difference on the psychological, social and the whole degree obstacles for deaf students

	Sex	No.	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Psychological Adaptation	Male	33	3.04	0.430	0.482	63	0.632
	Female	32	2.99	0.391			
Social Adaptation	Male	33	3.71	0.479	1.610	63	0.112
	Female	32	3.51	0.538			
The Whole Degree	Male	33	3.43	0.406	1.332	63	0.188
	Female	32	3.29	0.433			

It is clear from the data of Table No. (4) that there are no differences with statistical indication among estimations of the sample of study individuals ascribed to sex variable in the obstacles of the psychological, social and the whole degree adaptation. The level of indications amounted to (0.63 – 0.11 – 0.19) consecutively, and those indications are higher than the level of statistical indication (0.05).

Thirdly: showing and analyzing results of the third question:

Question wording: “Do the psychological and social obstacles of deaf students differ amongst users of hearing aids?”

To answer this question arithmetic means, standard deviations, and T-test for the effect of users of hearing aids on the psychological, social, and the whole degree obstacles of the sample of study individuals were used.

Table No. 5 Arithmetic means, standard deviations T-test for the effect of users and non-users of hearing aids on the psychological, social, and the whole degree obstacles of the deaf students

	Aids	No.	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Psychological Adaptation	Uses	33	2.98	0.411	- 0.821	63	0.415
	Doesn't use	32	3.06	0.408			
Social Adaptation	Uses	33	3.52	0.532	- 1.513	63	0.135
	Doesn't use	32	3.71	0.487			
The Whole Degree	Uses	33	3.29	0.438	- 1.406	63	0.165
	Doesn't use	32	3.44	0.398			

It is clear through the data of Table No. (5) that there are no differences with statistical indication at the level of statistical indication (0.05) for the effect of users and non-users of hearing aids among estimations of the sample of study individuals, for the level of indication for the psychological, social, and the whole degree obstacles amounted to (0.42, 0.14, 0.17) consecutively, and those indications are not statistically indicative.

Fourthly: showing and analyzing results related to question four:

Question wording: “Do the psychological and social obstacles of students at the inherited handicap differ from the acquired handicap?”

To answer this question arithmetic means, standard deviations, and T-test of the effect of the inherited handicap compared to the acquired handicap on the psychological, and social obstacles of deaf students were used.

Table No. 6 Arithmetic means, standard deviations, and T-test for the effect of handicap causes (inherited, acquired) on the psychological, social and the whole degree obstacles of the deaf students

	Causes of Handicap	No.	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Psychological Adaptation	Inherited	19	2.89	0.311	- 1.648	63	0.104
	Acquired	64	3.07	0.435			
Social Adaptation	Inherited	19	3.46	0.580	- 1.594	63	0.116
	Acquired	64	3.68	0.478	- 1.471		
The Whole degree	Inherited	19	3.22	0.409	- 1.807	63	0.076
	Acquired	64	3.42	0.417	- 1.822		

It is clear through the data of Table No. (6) that there are no differences with statistical indication at the level of statistical indication (0.05) for the effect of those with inherited handicap from it at the acquired handicap among estimations of study individuals, for the level of indication for the psychological, social and the whole degree obstacles (0.10, 0.12, 0.08) consecutively, and those indications are not statistically indicative.

Fifthly: showing and analyzing results of the fifth question:

Question wording: "Do psychological and social obstacles for deaf students differ at the partial handicap from it at the whole degree handicap?"

To answer this question arithmetic means, standard deviations, and T-test for the effect of partial handicap compared to the whole degree handicap on the psychological, the social, and the whole degree obstacles were used.

Table No. 7 Arithmetic means, standard deviations, and T-test for the effect of the type of handicap (partial, whole) on the psychological, social and the whole degree obstacles of the deaf students

	Causes of Handicap	No.	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Psychological Adaptation	Partial	22	2.88	0.390	- 2.043	63	0.045
	Whole	43	3.09	0.403			
Social Adaptation	Partial	22	3.40	0.514	- 2.503	63	0.015
	Whole	43	3.72	0.486			
The Whole Degree	Partial	22	3.18	0.381	- 2.628	63	0.011
	Whole	43	3.46	0.415			

It is clear through Table No. (7) that there are differences with statistical indication among estimations of the sample of study individuals, for the effect of the partial handicap compared to the whole degree one in the psychological, social, and the whole degree obstacles. The differences came for the interest of the whole degree handicap on variables of the psychological, social and the whole degree obstacles of adaptation, as got high arithmetic means.

Sixthly: showing and analyzing results of the sixth and the last question:

Question wording: "Do the psychological, and social obstacles of deaf students differ at the difference of place of residence?"

To answer this question arithmetic means, standard deviations, and T-test to clear the effect of difference of the place of living on the psychological, social, and performance as a whole, due to the estimations of the sample of study individuals.

Table No. 8 Arithmetic means, standard deviations, and T-test for the effect of the difference of place of living on the psychological and social obstacles of the deaf students responses

	Place of Residence	No.	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Psychological Adaptation	City	32	2.99	0.355	- 0.645	63	0.521
	Village	33	3.05	0.458			
Social Adaptation	City	32	3.49	0.565	- 2.011	63	0.049
	Village	33	3.74	0.435			
The Whole Degree	City	32	3.28	0.435	- 1.679	63	0.098
	Village	33	3.45	0.398			

Looking in Table No. (8), it is clear through data provided in the above mentioned table that there are differences with statistical indication, only in the obstacles of social adaptation for the interest of the people of the village, where the value of indication amounted to (0.049) and it is statistically indicative, but the rest of data related to the psychological and the whole degree obstacles, and there are no difference with statistical indication.

Discussion of Results

This discusses the most important results, deduced by the study, that aimed at reconnoitering the obstacles of the psychological and social adaptation of Al-Amal School for Deaf Students in Amman – Jordan. In the following a discussion of the most important results in accordance with the questions of study.

Firstly: discussion and paraphrase of results related with the first question.

The question wording: “Do the psychological and social obstacles of deaf students differ by the difference of studying grades?”

The results indicated to existence of superficial among means of estimations of the sample of study individuals in the obstacles of psychological, social, and whole degree adaptation by the difference of studying grades. And to specify the levels of statistical indication for those superficial differences, the mono – analysis of variance for the effect of difference of studying grades. For the results indicated to non – existence of differences with statistical indication, for the effect of studying grades difference.

The researcher ascribes existence of deaf students in the same school, and the good treatment and understanding from part of teachers (females) of Deaf School, and implementing the modern techniques in teaching. All these factors raised the feeling of deaf students; they felt with improvement and acclimatization with surrounding circumstances. And made their feeling grow with peace of mind and belittling of psychological pressures in themselves. All these factors led to non – existence of differences and assisted in lightening the psychological and social obstacles for the deaf students. Results of this study agree with results of Eltienne & Joseph (1991) study, and Desselle (1994).

Secondly: Discussion and paraphrase of results related to the second question:

Question wording: “Do the psychological and social obstacles of deaf students differ by the difference of sex?”

The results related with the second question indicated that there are no differences with statistical indication for the effect of sex variable on the obstacles of psychological and social adaptation of deaf students. And the researcher ascribes the existence male and female deaf students at the same school (Al-Amal School for Deaf Students) assists their acceptance of each other and leads to existence of positive connective relationship among male students and females assists in the psychological and social adaptation of the deaf students. And these results of this study agree with Konyer’s study results (1993). And results of this study also agree with what Kamal (1977) indicated, and contradicted with Catrine & Meadow (1990) study results.

Thirdly: Discussion and paraphrase of results related to the third question:

The Question wording: “Do the psychological and social obstacles of deaf students differ amongst users of hearing aids?”

Results of the third question indicated that there are no differences with statistical indication for the effect of users of hearing aids compared with non – users of them among estimations of individuals of sample of study. And the researcher justified the reason that the female teachers of Al-Amal School for Deaf Students and the school administration do offer the materials and hearing aids specialized for children with hearing loss and hard hearing, to enable them continue education at a natural form, and to assist them to integration and self dependence as far as possible, that leads to change the message of private schools, to be a system of more elasticity and multiservice for the deaf students, and so assists them to psychological and social adaptation, and assists relatives of deaf students to understand the nature of handicap and effect on the personality of the deaf handicapped. And this study results agree with Desselle (1994) study, and Musselman et.al. (1988) study, and Gulp (2001) study.

Fourthly: discussion and paraphrase of results related with the fourth question:

The question wording: “Do the psychological and social obstacles of deaf students differ in the inherited handicap from the acquired one?”

The studying results indicated that there are no differences with statistical indication for the effect of the handicap causes (acquired, inherited) among the estimations of the sample of study individuals on the obstacles of the psychological and social adaptation amongst deaf students of Al-Amal School for Deaf Students.

The researcher justifies the causes of that, that there is a connection between the health, nutritive, and educational conditions and the psychological and social sides of the deaf individuals and those with hard hearing regardless of the cause of the handicap, either it was inherited or acquired. And in case of availability of health, educational, and nutritive conditions it will be positively reflected on the psychological and social adaptation of deaf individuals, and those sides are connected by specifying their relationship with the social surroundings and the environment in which they live, and connected with the show of their psychological and social adaptation, the thing that positively affects their performance of their social role and their integration with the environment. And the results of this study contradict with Sheril Study (1986), and Sadeq et.al. study (1990), and agree with the results of Musselman et.al. study (1988) and Conyer's study (1993).

Fifthly: discussion and paraphrase of results related with the fifth question:

The question wording: "Do the psychological and social obstacles of deaf students differ at the partial handicap from it at the whole degree one?"

Results related with the fifth question indicated that there are differences with statistical indication among the estimations of the sample of study individuals for the effect of the whole degree handicap compared to partial one, on the obstacles of the psychological and social adaptation for the interest of the whole degree handicap at the variables of the psychological and social adaptation as have got higher arithmetic means (3.09, 3.72, 3.46) consecutively. The researcher justifies the cause of emergence of problems of the psychological and social adaptation at the wholly deaf students, higher than the class of students with hard hearing, refers to this class of deaf students, because they may suffer from non existence of response to the external incentives and inability to interact with the class and social environment resulted in their colleagues with hard hearing. This leads to existence of psychological and social frustrations that take them to seclusion and abstention from participation in student activities. In addition to direct cause; it is uncontinuous communication and impermanent coordination between deaf students' families and female teachers of Al-Amal School for Deaf Students and the school administration. Results of this study contradict with Eltienne & Joseph (1991) study, and Desselle (1994) study, and they agree with what Steril assured (1986) and Dabaneh (2010).

Sixthly: Discussion and paraphrase of results related with the sixth question:

The question wording: "Do the psychological and social obstacles of deaf students differ due to the difference of place of residence?"

Results of the sixth question indicated that there are differences with statistical indication in the social obstacles for the interest of the village inhabitants compared to inhabitants of the city, for the value of indication amounted to (0.049) and it is statistically indicative at the level of (0.05), but the rest of data related to psychological adaptation and performance as a whole, there are no differences with statistical indication, and the researcher justifies the reason in that social problems become abundant in the village compared to inhabitants of the city. That refers to that possibilities and facilities and educational services in the city are available, from part of school buildings, infrastructure, teachers' efficiency, technology and belongingness of the teacher in the city is more than it in the village. Results of this study agree with Musselman et.al. (1988) study.

Deductions

In light of the study results and their discussion, the researcher deduces the following:

1. Existence of superficial differences among means of estimations of the students in the obstacles of the psychological and social adaptation with the difference of studying grades.
2. There are no differences with statistical indication among estimations of the sample of study individuals in the obstacles of the psychological and social adaptation due to the variable of sex.
3. There are no differences with statistical indication among estimations of the sample of study individuals in the obstacles of the psychological and social adaptation for the effect of users of the hearing aids.
4. There are no differences with statistical indication among estimations of the sample of study individuals in the obstacles of the psychological and social adaptation for the effect of those with inherited handicap in those with acquired handicap.
5. There are differences with statistical indication among estimations of individuals of the sample of study for the effect of the whole degree handicap compared with the partial one. The differences came for the interest of the whole degree on the variables of psychological and social adaptation, as got a higher arithmetic mean.

6. There are differences with statistical indication among estimations of the sample of study individuals, amongst students of the city compared to students of the village. The results came for the interest of the village inhabitants, for it registered a higher arithmetic mean.

Recommendations

In light of results of study and their deductions, the researcher recommends the following:

1. Enough & continuous care and concern with the whole degree deaf students by the teaching staff members and the administrative staff members in Al-Amal School for Deaf Students through finding the appropriate means, that assist this category to school adaptation in accordance with their classmates.
2. Entrustment of schools, choosing proficient teachers, and making infrastructure available and technology amongst teachers in the village.

References

Arabic References

- Kamal, Ahmad (1977). **Methods of Social Service in the Islamic Community**, Part 1, Anglo – Egyptian Bookshop, Cairo, Egypt.
- Morsi, Sayyed Abdel Hameed (1985). **Series of Psychological –the Normal Psychologicality**, Wahbeh Bookshop, Egypt.
- Al-Rousan, Farouq (1989). **Non – Normal Psychology of Children**, An Introduction in Special Education, University of Jordan Printing Press, Amman, Jordan.
- Sadeq, Ghassan; Sabri, As-Sayyed; Kammouneh, Fareeq (1990). **Obstacles, Curricular Book**, Ministry of Higher Education and Scientific Research, Baghdad University, Baghdad.
- Ar-Rabadi, Hani (1990). **Obstacles of the Motor Handicapped Athletic Individual Adaptation**, a surveying study on the athletes of the Jordanian Union for Athletics of the Handicapped in Jordan, a published research in the series of Yarmouk Researches, series of Humanities and Social Sciences.
- Younos, Intisar (2001). **The Human Behaviour for the Handicapped People**, University Bookshop, Alexandria, Egypt.
- Al-Ghazzawi, Iyad and Ibrahim, Marwan (2000). **Athletic Educational Sociology**, Darel Thaqafa for Publication & Distribution, Amman – Jordan.
- Al-Qudah, Mustafa (2002). **Rights of Obstacles Between Sharia and the Law**, Hamadah Institution for University Studies, Publication and Distribution, Irbid, Jordan.
- Traiveray, John; Makinis Jackleen (2010). **Deaf & Blind from Children and Freshmen**, translated by Samir Dababneh. Salt Center For Sources & Training, The Sacred Lands Institution for Deaf People, Jordan.

English References

- Beutler, L. (1970). **Hearing – Loss effects on a procedural task sequence**, Journal of Motor Behavior, 2, 207-215.
- Kathryn, M. (1980). **Self – Concept Self**, Esteem and Deafness, Montreal, Quebec, Canada.
- Sherril, C. (1986). **Adapted Physical Education and Recreation: A Multidisciplinary Approach (3th ed.)**, Dubugus, LA: Wm. C. Brown.
- Musselman, C. et.al. (1988). **Effect of early intervention on hearing impaired children**. Exceptional children, 55(3), p. 222-228.
- Kathryn, P. & Meadow, J. (1990). **Behavioral and Emotional Problems of Hearing Impaired Children**. New York, Grune & Stratton.
- Arnold, E. & Athkins, H. (1991). **The Social and Emotional Adjustment of Hearing Impaired Children Integrated in Primary Schools**, Education Research, Vol. 33(3), 223-227.
- Eltienne, A. & Joseph, E. (1991). **School and Family Life Satisfaction of Hearing Impaired Elderly Person**, Diss. Abst. Inte., Vd. 52, No. 38.
- Conyer, L. (1993). **Academic Success, Self – concept, Social Acceptance and Perceived Social Acceptance for Haring Hard of Hearing and Deaf Students in a Mainstream Setting**, Journal of American Deafness and Rehabilitation, Vol. 27 (2), 13-20.

Desselle, D. (1994). **Self – Esteem, Family Climate and Communication Patterns in Relation of Deafness**, American Annals of the Deaf, Vol. 139 (3), 322-328.

Gurp, V. (2001). **Self – concept of deaf secondary school students in different educational settings**, Journal of deaf studies and deaf education, Vol. 6, No. I, p. 54-69.

Appendix No. (1)

Scale of some obstacles of deaf student adaptation

Dear deaf student:

You have a questionnaire including phrases about some obstacles of adaptation of the student with hearing loss in the psychological and social interaction. You are asked to read every phrase carefully and answer accurately as shown in the following pages, for reconnoitering some obstacles, that hinder the student with hearing loss to conclude class and acceptable social relations at school and the community in which he lives.

Part One: General Information:

Studying Grades:

Seventh grade Eighth grade Ninth grade Tenth grade

Sex:

Male Female

Hearing aids:

Uses Does not use

Causes of handicap:

Inherited Acquired

Type of hearing loss handicap:

Partial Whole degree

Place of residence:

City Village Camp Semi desert

Phrases of the Scale

The scale of adaptation of the handicapped student includes two basic dimensions, they are:

No.	Phrases	Always	Oftenly	Sometimes	Rarely	Did not happen
A.	<u>Psychological Adaptation</u>					
1.	I feel unconsented.					
2.	Always Angry.					
3.	I find myself optimistic.					
4.	I feel frustrated.					
5.	Oftenly I lose trust in myself.					
6.	I feel rest.					
7.	I don't suffer Psychological Tension.					
8.	I feel guilty.					
9.	I find difficulty in overcoming anxiety.					
10.	I feel sad.					
11.	Trust in myself is high.					
12.	I accept criticism.					
13.	I hastely get tired.					
14.	I don't enjoy vitality.					
15.	I feel unable to persevere.					
16.	My nerves are tightened.					
17.	My behavior is restless.					
18.	I am not affected with catastrophes or adversities.					
19.	I hate practicing physical activities.					
20.	My capacity to think is high.					
21.	My capacity to innovate & invent is high.					
22.	Oftenly I feel hungry.					
23.	I feel a great feeling of balance between my intellect & body.					
24.	My handicap prevents me from practicing many things I wish in.					
25.	I am an independent man.					
26.	I feel a quiver in my body.					
No.	Phrases	Always	Oftenly	Sometimes	Rarely	Did not happen
B.	<u>Social Adaptation</u>					
27.	I don't like sympathy with me.					
28.	I don't like exaggerated concern.					
29.	I like responsibility.					
30.	Oftenly I feel I need to sleep.					
31.	I'm an aggressive man.					
32.	I feel with inferiority complex by the look of community to me.					
33.	I suffer from curious look.					
34.	I suffer from contractive or disgustive look.					
35.	I enjoy acceptable social relations.					
36.	I feel with persecution.					
37.	I suffer from non-control of my nerves.					
38.	I don't prefer sympathy of the community.					
39.	I dislike asking aid or assistance.					
40.	I can control my nerves at stands that stir my emotion.					
41.	Childish deeds disturb me.					

42.	I cannot meet individual needs in the community.					
43.	I suffer from unfulfilling my psychological needs in the community.					
44.	I feel relieved from the objective look to the handicapped persons.					
45.	Unavailability of psychological educational treatment vexes me.					
46.	I feel pain because of the lack in the private rehabilitation centers of the handicapped people.					
47.	I suffer from in equality of opportunities with ordinary individuals.					
No.	Phrases	Always	Oftenly	Sometimes	Rarely	Did not happen
48.	I feel happy for the availability of special services in the social institutions.					
49.	Nongetting enough opportunities for the education of the handicapped people disturbs me.					
50.	I feel that the handicapped people rights in labour are rare.					
51.	Oftenly I am happy at improvement the of handicapped people's rights are in rehabilitation.					
52.	I feel with difficulties in between (buildings, roads, and public utilities).					
53.	I feel happy when special parking places for the handicapped people's cars are available.					
54.	I suffer from the lack of specialized teachers for handicapped people.					
55.	I feel painful at the lack of specialized trainers in the handicapped people's athletics.					
56.	I suffer a great lack in tools and devices to assist the handicapped people in wondering.					
57.	I feel with the lack of awareness in the community in assisting the handicapped individual.					
58.	I suffer from carelessness of Journalism with the subject of handicapped people.					
59.	I feel happy with the great concern of the Television & the Broadcasting Service towards the handicapped people.					
No.	Phrases	Always	Oftenly	Sometimes	Rarely	Did not happen
60.	Unavailability of publication of awareness publications about the nature of hearing loss handicap disturbs me.					
61.	I suffer from unavailability of studies about the nature of the handicap and its causes.					
62.	I feel with belongingness towards the community.					