

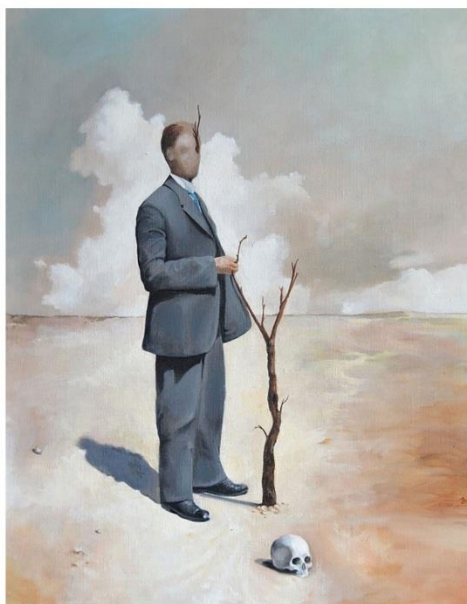
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The Psychological Adaptation of the Deaf and Hard of Hearing Students

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Abstract

This study focuses on the psychological and social adaptation of the deaf and hard of hearing (DHH) students in the University. The method that has been used as the social survey within an intended non-random sample of 38 DHH in al-Ain University (2018/2019). The results indicated that there were statistically significant differences at ($\alpha=0.05$) in the scores of the psychological and social adaptation level attributed to the marital status variable. The study concluded that the students were happy and motivated to study and the level of the students' psychological and social adaptation in the University was medium.

Keywords: Social, Adaptation, Psychological, DHH Students.

La adaptación psicológica de los estudiantes sordos y con problemas de audición

Resumen

Este estudio se centra en la adaptación psicológica y social de los estudiantes sordos y con problemas de audición (DHH) en la Universidad. El método que se ha utilizado como encuesta social

dentro de una muestra no aleatoria prevista de 38 DHH en la Universidad de al-Ain (2018/2019). Los resultados indicaron que hubo diferencias estadísticamente significativas en ($\alpha = 0.05$) en los puntajes del nivel de adaptación psicológica y social atribuido a la variable del estado civil. El estudio concluyó que los estudiantes estaban contentos y motivados para estudiar y que el nivel de adaptación psicológica y social de los estudiantes en la Universidad era medio.

Palabras clave: Social, Adaptación, Psicológico, Estudiantes de DHH.

1. INTRODUCTION

A human faces different social and environmental circumstances, but he should respond to these circumstances and interacts with them as well. This is what we simply call social adaptation. When the Bedouin, for instance, moves from the Bedouin environment to the city, he should adapt to it and bear the consequences, like modifying and changing, because of his different Bedouin culture. This is another example which shows that when an individual transit from one phase to another, he faces new circumstances, and these circumstances force him to follow the social adaptation methods, which acceptably keep his life and social balance with the new social environment (DHIAB, 2015). On the other hand, the matter gets more complex if the individual originally has physical problems which hinder the process of adaptation and make it very difficult, so if the individual who has a special case of disability like DHH people, deals with normal people, who are not having the ability

to communicate easily with the spoken and audible language, the challenge is greater and more difficult for him in this case. In this study, we will recognize the level of the psychological and social adaptation for the DHH students in the University (MALLILLIN, 2017).

Some studies indicate that teaching special needs students is one of the most difficult challenges faced by educators worldwide (NASHAT, SHOKER, AL-SWAT & AL-EBAILAN, 2014).

In the presence of the scientific revolution and the Arab opening to the West, the Arab states adopted some social welfare programs for the vulnerable groups in the society including the DHH people. They dedicated a special institution to take care of them in the childhood phase, teach them how to write and read and educate them in both public and private universities. Zayed Higher Organization for Social Care, for instance, has educated about 75 DHH students in al-Ain University of Science and Technology, who have registered in bachelor of sociology and special education (UPADHYA & SINGH, 2008).

DHH students need more care than others because losing the ability to hear and talk makes the process of education more difficult, so they need social support in their social environment in order to be able to simply and easily continue learning. They may face some problems of social and psychological adaptation, for example, they cannot easily communicate with other students. In the school, the DHH students may face insecurity, physical, social and psychological problems which form a non-negligible obstacle to adaptation in the

University with the normal students, so some of them may be directed to private schools and universities of DHH (AWAD, 2013).

2. METHODOLOGY

The social survey was employed in this study because of its appropriateness to the nature of it. It saves time and energy because it uses the field study which depends on the collection of the data and information related to the study area, then applying it on the survey population to find out the level of the social and psychological adaptation for DHH students in universities. This methodology has been supported by the required statistical methods needed by this study (RATHKY, 2015).

The study sample included completely DHH students who are studying and registering in al-Ain University of Science and Technology in Abu-Dhabi (2018 - 2019). The study sample has been chosen intentionally including 38 students. According to the gender variable, 16 males are 42.1 percent and 22 females are 57.9 percent. According to the marital status, 12 students out of them are married rating 31.5% and 26 students are single rating 68.5%, as table 1 shows.

Table 1: The Frequencies and Percentage of the sample individuals according to the Demographic variables

| Variable | | Frequencies | Percentage |
|----------|------|-------------|------------|
| Gender | Male | 16 | 42.1 |

| | | | |
|----------------|---------|----|------|
| | Female | 22 | 57.9 |
| Marital status | Married | 12 | 31.5 |
| | Single | 26 | 68.5 |
| | Total | 38 | 100 |

3. ANALYSIS AND RESULTS

The First Question: What is the social adaptation level of the DHH students in the University? To answer such questions, average and standard deviation have been found to find out the procedures done by the University in order to find out the social adaptation level of the DHH students in the University, as table 2 shows.

Table 2: The means and Standard Deviations of the social adaptation level items of the DHH students in the universities in descending order according to the means:

| No. | Rank | Items | means | Standard Deviation | Level |
|-----|------|--|-------|--------------------|-------|
| 1 | 10 | I am encouraged to go to University | 4.32 | 079 | High |
| 2 | 21 | I enjoy my time with my colleagues at the University | 4.30 | 0.73 | High |
| 3 | 8 | I keep the | 4.22 | 0.83 | High |

| | | | | | |
|----|----|--|------|------|--------|
| | | University clean | | | |
| 4 | 6 | I arrive at the university in the proper time | 4.20 | 0.81 | High |
| 5 | 9 | I enjoy getting new information | 3.60 | 0.79 | High |
| 6 | 24 | The University provides me a suitable place to study | 3.48 | 0.77 | High |
| 7 | 16 | I achieve my tasks in the deadline | 3.48 | 0.78 | High |
| 8 | 14 | I feel enjoyable while participating in a class activity | 3.48 | 0.79 | High |
| 9 | 7 | If I am absent, my colleagues ask about me | 3.36 | 0.78 | High |
| 10 | 4 | My colleagues help me to resolve my problems | 3.24 | 0.77 | High |
| 11 | 19 | I participate in the social activities at the University | 3.12 | 0.76 | Medium |
| 12 | 18 | The classrooms are | 3.12 | 0.76 | Medium |

| | | | | | |
|----|----|---|------|------|--------|
| | | comfortable | | | |
| 13 | 3 | I care about my friends' get-together | 3.00 | 0.75 | Medium |
| 14 | 2 | I cooperate with my colleagues to do the assignments | 2.76 | 0.74 | Medium |
| 15 | 1 | I do not fight with my colleagues | 2.52 | 0.78 | Medium |
| 16 | 11 | Teachers ease the subjects | 2.52 | 0.76 | Medium |
| 17 | 22 | The Students' Affairs Deanship cares about our issues | 2.40 | 0.73 | Medium |
| 18 | 5 | I help my colleagues to resolve their problems | 2.28 | 0.72 | Medium |
| 19 | 20 | I enjoy when I participate in an activity at the University | 2.16 | 0.70 | Medium |
| 20 | 23 | The college helps me to adapt to the | 2.16 | 0.70 | Medium |

| | | University | | | |
|----|----|--|------|------|--------|
| 21 | 25 | I do not hesitate to participate in social activities with my colleagues | 2.04 | 0.68 | Medium |
| 22 | 17 | The distribution of marks is not fair | 1.08 | 0.66 | Weak |
| 23 | 15 | Teachers make the subjects difficult | 0.60 | 0.63 | Weak |
| 24 | 13 | I do not hesitate to participate in the lecture | 0.48 | 0.63 | Weak |
| 25 | 12 | Teachers do not understand the students' circumstances | 0.24 | 0.62 | Weak |
| | | Total means | 2.72 | 0.78 | Medium |

As can be noticed from the table, the means of the social adaptation of the DHH students in the University are between 0.24 - 4.32 and the medium total average is 2.74. The 10th item I am encouraged to come to the University ranked first with a high level scoring the average (4.32) and the Standard Deviation (0.79). The 21st item I enjoy with my colleagues in the University ranked second with high level scoring the average (4.30) and the Standard Deviation (0.73), but the 12th item teachers do not understand the students'

circumstances ranked last with low level scoring the average (0.24) and the Standard Deviation (0.62) showing that teachers highly understand the circumstances of the DHH students. However, the 13th item I do not hesitate to participate in the lecture followed the 12th item in the level before the last, scoring the average (0.48) and the Standard Deviation (0.63), and it is reasonable for the DHH students to be low because they use the sign language to communicate with their teachers by a sign translator since this communication needs visual contact between the student and the teacher, so their answers about their participation in the class were low due to the problems which are mentioned before (ELENA, ZVOLEYKO, KALASHNIKOVA & KLIMENKO, 2016).

As the previous table results clarified, the social adaptation of the DHH students in the universities is medium because of the University's reinforcement in the social adaptation of students by advising, helping and caring for them with the attribution of their teachers.

One can notice that the values of the Standard Deviation are distributed between 0.83-0.63 and less than 1.00 indicating that the level of population replies dispersion is low. Anyway, this conclusion can be interpreted because the University does suitable procedures to reinforce the social adaptation of DHH students and help them to be integrated into society. There are some studies that resulted in the same conclusion. One of these studies conducted by SULEYMANOV (2014), who stated that the disabled students could learn new academic skills in inclusive education by removing the traditional barriers that

impede social adaptation. Another study by Olofintoye and Tunde (2010), concluded that most of the DHH students, in high schools, have been integrated and adapted socially and psychologically (NOORI & AL-NUAIMY, 2017).

The Second Question: What is the psychological adaptation level of the DHH students in the University? To answer such a question, the means and standard deviations have been made in order to find out the psychological adaptation level of the DHH students in the University, as table 3 shows.

Table 3: The means and Standard Deviations of the psychological adaptation level items of the DHH students in the universities in descending order according to the means:

| No. | Rank | Items | Means | Standard Deviation | Level |
|-----|------|--|-------|--------------------|-------|
| 1 | 30 | I feel comfortable in the classroom | 4.20 | 0.88 | High |
| 2 | 32 | I interact with my colleagues in the classroom | 3.48 | 0.84 | High |
| 3 | 43 | I am excited to study | 3.48 | 0.85 | High |
| 4 | 46 | I feel safe in the University | 3.48 | 0.86 | High |
| 5 | 49 | I behave kindly and flexibly with my | 3.48 | 0.87 | High |

| | | colleagues | | | |
|----|----|--|------|------|--------|
| 6 | 45 | I feel excited to meet my colleagues | 3.24 | 0.83 | High |
| 7 | 31 | I comport well with my colleagues at the University | 3.12 | 0.80 | Medium |
| 8 | 32 | I interact with my colleagues in the classroom | 3.12 | 0.81 | Medium |
| 9 | 38 | I do not neglect my assignment | 3.00 | 0.78 | Medium |
| 10 | 33 | I have fun with my colleagues at the University | 2.76 | 0.75 | Medium |
| 11 | 36 | I feel frustrated when my colleagues mock me | 2.76 | 0.76 | Medium |
| 12 | 27 | I do not get upset when my colleague disagrees with me | 2.28 | 0.76 | Medium |
| 13 | 34 | Negative ideas do not affect me | 2.28 | 0.78 | Medium |
| 14 | 28 | I always admit my mistakes | 2.16 | 0.72 | Medium |
| 15 | 35 | I feel that my | 2.16 | 0.73 | Medium |

| | | | | | |
|----|----|---|------|------|--------|
| | | colleagues care about my opinion | | | |
| 16 | 37 | I accept the loss with my colleagues | 2.16 | 0.74 | Medium |
| 17 | 40 | I feel painful | 1.80 | 0.72 | Medium |
| 18 | 44 | I feel depressed at the end of a studying day | 1.80 | 0.73 | Medium |
| 19 | 29 | I am always calm | 1.68 | 0.70 | Medium |
| 20 | 48 | I accept others' criticism | 1.56 | 0.68 | Weak |
| 21 | 39 | I always feel tired | 1.44 | 0.67 | Weak |
| 22 | 50 | My behavior is normal while dealing with the other gender | 1.20 | 0.66 | Weak |
| 23 | 42 | I feel confused about the University | 0.84 | 0.67 | Weak |
| 24 | 41 | I feel confused in the school | 0.60 | 0.65 | Weak |
| 25 | 47 | I feel alone in spite of my colleagues' presence | 0.48 | 0.64 | Weak |
| | | Total means | 2.25 | 0.77 | Medium |

As can be noticed from the table, the means of the psychological adaptation of the DHH students in the University is between 0.48 - 4.20 and the medium total means is 2.25. The 30th item I feel

comfortable in the classroom ranked first with a high level scoring the means of 4.20 and the Standard Deviation 0.88. The 32nd item I interact with my colleagues in the classroom ranked second with a high level scoring the average of 3.48 and the Standard Deviation 0.84 followed by the 43rd item I am excited to study scoring the means of 3.38 and the Standard Deviation 0.84. The 47th item I feel alone despite my presence with my colleagues ranked last with a high level scoring the means of 0.48 and the Standard Deviation 0.64 preceded by the 41st item I feel confused in the classroom which scores the means of 0.60 and the Standard Deviation 0.65. The table results show that the students' psychological adaptation is medium because the University's attentiveness for comfort, classrooms, and cafeterias reflected positively on the psychology of the DHH students in the University.

The students themselves admitted that they study in psychologically comfortable classrooms which increases their desire to study. The students' answers to the items 41, 47 clarified that they feel completely comfortable and they do not feel alone or confused in the University, which reinforces effectively the social adaptation of the students by advising and helping them. On the other hand, the students often feel embarrassed when they deal with the other gender because they use the sign language which requires visual concentration to contact each other. In addition, the Emirati traditional inherited culture does not favor gender desegregation.

The Third Question: Are there statistically significant differences at ($\alpha=0.05$) in the students' estimates on social and

psychological adaptation levels according to the variables of gender and marital status? In order to answer such question, the means and standard deviations must have been found and the Independent Sample T-test has been used so we can be able to know the indication of the difference in the population estimates on social and psychological adaptation levels according to the variables of gender (male, female) and marital status (married, single), as table 4 shows.

1-Gender Variable

Table 4: Independent Sample T-test to find out the indication of the difference in the population estimates on social adaptation according to the gender variable

| Gender | Number | Mean | Standard Deviation | The Value of T | Freedom range | Statistic indication |
|--------|--------|------|--------------------|----------------|---------------|----------------------|
| Male | 16 | 3.62 | 0.512 | 0.951 | 367 | 0.371 |
| Female | 22 | 3.60 | 0.512 | | | |

Table 5: Independent Sample T-test to find out the indication of the difference in the population estimates on psychological adaptation according to the gender variable

| Gender | Number | Mean | Standard Deviation | Value of | Freedom range | Statistic indication |
|--------|--------|------|--------------------|----------|---------------|----------------------|
| | | | | | | |

| | | | | | | |
|--------|----|------|-------|-------|-----|-------|
| | | | n | T | | n |
| Male | 16 | 3.64 | 0.514 | 0.935 | 367 | 0.674 |
| Female | 22 | 3.61 | 0.516 | | | |

Tables 4 and 5 show that there are no statistically significant differences at the level ($\alpha=0.050$) due to the gender variable as the study population estimated about the social and psychological adaptation in the University. The values of T are 0.0952 and 0.935 with a static indication of 0.371 and 0.674 respectively, but it is not considered as a statistical significance.

The conclusion shows that male and female students have the same point of view about the social and psychological adaptation in the University. Moreover, there is no clear gender differentiation between the male and female DHH students in the University because the University provides the same level of services and advice for both genders.

2-Marital Status

Table 6: Independent Sample T-test to find out the indication of the difference in the population estimates on the social and psychological adaptation according to marital status

| Marital status | Number | Mean | Standard Deviation | Value of T | Freedom range | Statistic indication |
|----------------|--------|------|--------------------|------------|---------------|----------------------|
| | | | | | | |

| | | | | | | |
|---------|----|------|-------|-------|-----|-------|
| Married | 12 | 3.59 | 0.537 | 2.354 | 376 | 0.018 |
| Single | 26 | 3.64 | 0.541 | | | |

Table 7: Independent Sample T-test to find out the indication of the difference in the population estimates on the social and psychological adaptation according to gender

| Marital status | Number | Mean | Standard Deviation | Value of T | Freedom range | Statistic indication |
|----------------|--------|------|--------------------|------------|---------------|----------------------|
| Married | 12 | 3.59 | 0.537 | 2.354 | 376 | 0.018 |
| Single | 26 | 3.64 | 0.541 | | | |

Tables 4 and 5 are indicating that there are statistically significant differences at the level ($\alpha=0.050$) due to the marital status as the study population rated about the social and psychological adaptation in the University. The values of T are 2.354 and 2.333 with a static indication of 0.018 and 0.023 respectively, and it is considered as a statically significance at 0.50 and less. The level of the differences appeared in favor of the marital status unmarried because the average of the unmarried is more than the average of the married. This is down to the high responsibility of the married students such as caring for their families and children and providing their needs.

4. CONCLUSIONS

The University management should treat the DHH students in a proper and indicated way, and manage their needs in accordance with the new academic specialized environment. The University should understand their needs, support them and reduce the challenges they may face together with their teachers. The current study concluded that the student's adaptation level is medium, referring to the University taking care of them due to the students' affinity to go to the University. In addition, it concluded that their teachers must always care for and help them, but the students still need more support to interact and participate during the lectures. This is considered one of the challenges faced by the teachers too because teaching this type of students requires experience in the sign language, and dealing with them by continuous eye and movement contact, because they may become confused if you stop contacting them. The University should reduce the traditional barriers between the DHH students, the normal students and the University itself, because this diverse environment is something new for them, and it is important for them because it will help them to adapt to others. One of the conclusions is, that some DHH students feel confused and alone in the classroom, so it recommends the following:

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