



Problems of People with Hearing Disabilities from Their Teachers'

Point of View

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Abstract: The current research aimed to identify the problems of people with hearing disabilities from the point of view of their teachers, and the research sample consisted of (70) teachers for the academic year 2019-2020. To achieve the goal of the research, a questionnaire was constructed about the problems of people with hearing disabilities from the point of view of their teachers, after extracting (apparent) validity and reliability.), the results revealed that item 4 (scarcity of programs and websites that benefit people with hearing disabilities) came in first place, with a weighted mean (2.1) and a percentage weight (70). Among them is the Petrallex application, which helps to amplify sound, and the application provides a free built-in adaptive course. In it for a period of 4 weeks so that the user can get used to using the application, while item 8 (he feels deprived of love and affection from his parents) came in second place, with a weighted mean (2.085) and a percentage weight (69.5), showing their teachers that people with hearing disabilities feel a loss of interest from their parents and this It leads to difficulty or problem for people with hearing disabilities, while paragraph 20 (they face difficulty in sign language) came in third place, with a weighted mean (2.028) and a percentage weight (67.6), showing that their teachers have a major problem in sign language, so they face difficulty. The researchers presented a set of recommendations and proposals.

Keywords: problems, hearing disability, teachers.

Introduction

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The human senses have an important role in his life and in his dealings with the surrounding environment and its various stimuli, whether material or social, as his perception of a sign depends on the information he receives through these senses. However, the relative importance of these senses may differ from one sense to another, and the sense of hearing occupies an advanced position among those senses. It has become clear that the sense of hearing exercises its function in receiving sounds while the fetus is in the mother's womb, and it can distinguish sounds three months before the birth of the child (Ali Abdel Nabi Hanafi 2002, p. 281).

The great importance of this sense is that it allows the individual to participate positively in the process of language acquisition, which is the easiest and most common form of communication and understanding (Abdul Muttalib Al-Quraiti 2014, p. 302).

Through the sense of hearing, we learn to speak, exchange conversations with others, and interact with people, and it is what makes a person capable of learning language. It forms the cornerstone for the development of social behavior and enables a person to understand his environment and know the dangers present in it, thus prompting him to avoid them (Magda Al-Sayyid Obaid, 2010, p. 14).

Therefore, any deficiency in the sense of hearing will leave clear negative effects on the individual and on the various aspects of his personality in general, mentally, emotionally, socially, academically, linguistically, physically, and motor.

The impact of hearing disability also varies depending on how others surrounding the disabled person respond to his disability and how they accept it, especially the parents.

Hearing disability limits the individual's world of experience and deprives him of some of the sources through which he forms his personality. This would make his behavior rigid and he face many situations of feeling insecure and situations of frustration, which affects his personality and behaviors and makes him distinguished by some characteristics that differ in their aggregate from his ordinary peers (Hamed Abdel Aziz Al-Faqi, p. 64)

Research problem:

The category of the hearing-impaired is one of the groups whose owners deviate in one way or another in hearing ability compared to their normal peers. Anyone who examines the special education literature will find that this category suffers from many problems, some of which are related to the nature of the disability and some of which are related to the environmental factors surrounding the hearing-impaired, despite the tremendous scientific progress. In the modern era and the emergence of many modern technologies in all fields that lead to the advancement of human elements, there are some issues and problems that require concerted effort. When a deaf person joins school, he faces many difficulties that hinder his behavior, annoy him, and make him stay away from school. It is necessary that we rehabilitate him psychologically in this case and rehabilitate the disabled person so that he can stay away from the family for a period of time. We must address them and find appropriate solutions that help solve the problem.

Abdul Aziz Al-Fakhs 1992 states in this regard, "The deprivation of the hearing-disabled person from the sense of hearing, in addition to the negative attitudes towards him from those around him, makes him more vulnerable to many problems, as he finds himself forced to struggle to overcome the problems, he faces with his normal peers who do not understand his circumstances." And the nature of his disability or those who are unable to communicate with him successfully, which may push him to limit his levels of ambition in order to avoid failure and failure" (Abdul Aziz Al-Shakhs 1992: p. 1023)

Youssef Al-Qaryouti and others (2001) argue that the hearing-impaired are more vulnerable to psychological pressure, anxiety, and low self-concept, in addition to being vulnerable to anxiety attacks due to the difficulties they face in expressing their feelings. Therefore, we find them expressing their anger and frustration nervously and showing a greater tendency toward physical aggression, and this is consistent with what he found. Rashad Musa 1993 that deaf people are more prone to aggressive behavior.

Ali Hanafi (2002) concluded that the hearing-impaired suffer from many problems, according to the list for assessing the problems of the hearing-impaired as perceived by teachers.

They are in order as follows:

- Social problems.
- Problems associated with mental processes.
- Problems related to academic achievement and academic skills.
- Problems related to community behavior.

These problems appear more clearly in the older stages of life. In addition, there are differences in these problems according to the degree of hearing loss. The difference in social problems ranks first among the problems of the hearing-impaired, as recognized by specialists, is due to the fact that hearing disability has a major impact on the individual. From his ability to perform his social roles due to the problem of communicating with others and the lack of knowledge of those around him about ways to communicate with the deaf, which leads to an increase in his sensitivity, feeling of inferiority, and loss of self-confidence (Hamada Ahmed Al-Sayed Abdel-Gawad Therefore, the problems that the hearing-impaired suffer from may be due to the environment surrounding them, especially the family environment, and the family members' lack of understanding of the nature of the disability, its effects, and the abilities and capabilities of the hearing-impaired. In this regard, Chape and Harris (1976) emphasize that although some parents learn sign language or finger spelling to facilitate... To communicate with their deaf child, and to force him to use this language, but this does not actually constitute an acknowledgment by these parents of the fact that the child is deaf.2014, p. 24)

The importance of the research:

The importance of the current study becomes clear as follows:

The current study is an attempt to highlight the most important problems that the hearing impaired suffer from, as perceived by their teachers, who represent an important element in the educational process.

Providing insight to educators and those caring for the hearing-impaired about these problems in order to confront them and suggest solutions, programs and activities to reduce them and create appropriate conditions

The need to carry out this type of study in Arab countries is clear and definite. Identifying the problems of the hearing-impaired would contribute to developing educational and therapeutic programs appropriate to their needs.

Research aim:

The current research aims to identify the most important problems facing hearing-impaired students.

Research limitations: The current research was limited to teachers of hearing-impaired students in schools covered by special education and in institutes for the deaf and private Al-Amal institutes in Najaf Governorate for the academic year (2019-2020).

Defining the terms: (Difficulty and problem) is a situation that requires research and study and requires a solution.

Problems of the hearing-impaired: In the current study, what is meant are those problems that teachers who work with the deaf and hard of hearing are aware of and that affect, in one way or another, the creation of psychological, social, and educational difficulties.

Hearing disability refers to cases of hearing loss of various types and degrees, and the term includes both deafness and hard of hearing (Jamal Al-Khatib 2001: 276).

Or is the deficiency in hearing that limits the ability of the disabled person to communicate auditory and verbally, and this term is used to distinguish any individual who suffers from hearing loss, and this is evident through the concept of the deaf and the hard of hearing.

Theoretical framework:

Deaf and hard of hearing: It is a state in which the hearing system is unable to perform its natural tasks in a way that makes the child fully benefit from it. The degrees of hearing loss are different, all of which affect the process of hearing, which in turn affects the process of speech and communication with others, which makes us

judge the extent to which the individual's condition is affected, whether with himself or his relationships with those around him, and what is most important to us here is the great impact he has in terms of his ability to learn and teach.

They are characterized as those who have lost their sense of hearing or whose hearing is so incomplete that they need educational methods that enable them to comprehend without speaking fully.

A hearing-impaired person is a person whose sense of hearing is weak but functional for normal life purposes, whether with or without hearing aids. The hearing-impaired person is able to respond to speech and other auditory stimuli, and therefore he resembles a hearing person more than he resembles a deaf person.

It is a general term that includes all degrees and types of hearing loss. It includes both the deaf and the hard of hearing. This term also refers to the presence of a deficiency in hearing ability due to a problem somewhere in the auditory system (Fouad Eid Al-Jawalda, 2012, p. 10)

The problems of the hearing-impaired can be defined as all undesirable behavior issued by the hearing-impaired in a way that hinders and disrupts their activities despite the efforts made to integrate them with their normal peers in society. Hearing disability leads to an impediment to the social development of the hearing-impaired and limits his participation and interactions with others and his integration into society. It negatively affects his social attitudes and the extent to which he acquires the necessary social skills necessary for his life in society (Abdul Muttalib Al-Qurayti 2000:331).

Kukla, D (2000) pointed out Hearing disability has effects, including behavioral and cognitive disorders, and hearing loss limits functional ability and thus leads to social isolation.

Hallahan and Kaufman emphasize that the most negative effects of hearing disability appear most clearly in the field of linguistic development expressed in spoken language. Accordingly, the hearing disabled suffer from a clear delay in verbal development, and the degree of this delay becomes clearer the more severe the disability is and the earlier the hearing disability occurs (Hallahan and Kaufman 1991:276).

Reasons of hearing impairment:

Hearing impairment is due to a group of reasons that can be classified into three main types according to the time in which the injury occurs:

Factors that occur before birth: These factors include what may happen before the child is born but leaves a negative impact on him after his birth, and includes a group of factors that either lead to the transmission of certain characteristics to the fetus that negatively affects him and continues with him throughout his life as well, and they may be multiple. These factors, but the most notable are:

Hereditary Reasons: Genetics is responsible for about 50-60 cases of hearing disability, as some biological characteristics and pathological conditions are transmitted to them through the chromosomes carrying these characteristics, such as weakness of the hearing cells or the auditory nerve (Mohamed 2004).

Congenital malformations: Congenital malformations arise from non-genetic factors to which the pregnant mother is exposed, such as her infection with some diseases, especially during the first three months of pregnancy, such as her infection with German measles, syphilis, or severe influenza, which directly affects the formation of the fetus' auditory system, in addition to Being exposed to other diseases with the same risk, such as diabetes, in addition to the pregnant mother taking some drugs without consulting a doctor, and among these drugs and medicines are thalidomide, streptomycin, and aspirin, which negatively affects the hearing cells of the fetus and its auditory system in general (Al-Quraiti 2004).

Iodine deficiency: Iodine deficiency in the pregnant mother leads to many structural disorders in the fetus, as it may lead to damage to many cells in the brain, which can lead to hearing loss (Al-Zuraiqat, 2003)

Factors during childbirth: These factors represent a group of conditions and variables that occur during the birth of a child, such as bruises or shocks that lead to brain bleeding or the failure of oxygen to reach the brain in appropriate quantities, which leaves negative effects on the child, as it may result in the death of the child's auditory cells. These factors include: Births Hard or long periods in which devices and tweezers are used so that pressure is placed on the child's head, as well as lack of oxygen at birth, which results in oxygen not reaching

the brain or not reaching the brain for part of the time, which leads to damage that leads to sensorineural hearing deficiency (Al-Quraiti, 2004).

Post-natal factors: They represent everything that a child may be exposed to after his birth, and during his childhood, adolescence, and adulthood, including factors and variables that negatively affect his auditory system in a certain way and to a certain degree, and thus expose him to hearing loss, whether that is complete or partial.

Linguistic characteristics: It is natural for the linguistic development of the hearing-impaired to be affected, as it is considered one of the areas most affected by hearing impairment. This is not surprising, as the difficulty in aspects of their linguistic development, especially their verbal development, is due to the absence of feedback to them in the babbling stage. When the hearing child babbling, He hears his own voice, and this provides him with feedback, so he invests in babbling, since the deaf child does not hear his babbling and thus stops it, and his language skills do not develop, in addition to the lack of hearing medical consultations or reinforcement from adults, and therefore the hearing disability does not provide the deaf child with a model. An appropriate linguist imitates it (Qamsh, 2009: 90).

Psychological and social characteristics:(Malkawi ,2011: 51) indicates that the claim that there is a special psychology for the hearing-impaired is just an illusion. This does not mean that hearing disability does not affect the psychological and emotional characteristics of a person, but rather it means that the effect of hearing disability varies fundamentally from one person to another, as the factors determining the psychological structure of a person are many and varied. It is noteworthy that the emergence of psychological and adjustment problems among the hearing-impaired is a result of how others around them in their environment accept their disability, especially parents, as studies show that the psychological characteristics of the hearing-impaired are due to their exposure to situations characterized by cruelty and discrimination and the effects of feelings of inferiority, neglect, and ridicule, or characterized by pity and the expression of this pity in front of them.

Physical and motor characteristics: Al-Nusairi (2004) confirms that the communication problems

experienced by the hearing-impaired place great barriers and obstacles in front of them to discover the environment and interact with it. If the hearing-impaired person is not provided with alternative strategies for communication, the hearing disability may impose restrictions on motor development, so the hearing-impaired people They do not enjoy physical fitness compared to normal people, and the hearing-impaired suffer from motor coordination disorders, about 30% of the group of children in this category. We mean motor coordination disorder, which can be described as behavior that occurs according to organized and planned movements or the person's ability to control his limbs and coordinate. Between them quickly and easily.

Classification of hearing impairment:

The term hearing disability includes both deafness and limited hearing. Deafness means that the sense of hearing is non-functional for the purposes of daily life, which prevents the ability to use the sense of hearing to understand speech and acquire language. As for hearing impairment, it means that the sense of hearing has not completely lost its functions. Although it is weak, it is functional in the sense that it is a reliable channel for the development of language. It is customary for hearing disability to be classified according to four criteria, which are:

- Classification according to age at injury.
- Classification according to the site of injury.
- Classification according to the severity of the injury.
- Educational classification

Researchers have classified hearing disability according to the age at which the disability occurred as follows:

Hearing disability before language acquisition: It refers to cases of hearing disability that occur from birth or at an age stage prior to the development of language and speech in the child, that is, before the age of three (Al-Qaryouti et al., 2001: 112), which in turn leaves negative effects on the child's linguistic development. Because it deprives him of a lot of auditory stimuli, which leads to his experiences being limited and diversified, and

making him unable to learn speech and language. There are some trends that believe that trilingual deafness is a condition that involves an individual suffering from a hearing disability after birth as a result of an accident or illness. In this case, the child may begin to lose the linguistic abilities that he had developed if special rehabilitation services are not provided for him, even though the child, in this case, his birth will be normal in terms of the ability to hear.

Hearing disability after language acquisition: This is the disability that occurs in a child after the development of language and speech - that is, after the child reaches the age of five - when he has acquired a set of linguistic vocabulary (Hanafi, 2003, : 138).

Hearing impairment is also classified according to age into:

Congenital hearing impairment: These children have a hearing impairment from the moment of birth, so they will not be able to learn to speak automatically.

Acquired hearing disability:

These children develop hearing loss after birth, and in this case the children may begin to lose the linguistic ability that they had developed if special rehabilitation services are not provided to them.

Medical classification according to the site of the injury: This classification is related to the medical aspect, as the affected part of the auditory system that caused the hearing disability is determined. The site of the injury in the auditory system can be classified into conductive hearing disability, sensorineural hearing disability, central hearing disability, and mixed hearing disability. Hearing impairment is classified according to the location of the injury into:

Conductive hearing impairment: This results from a defect that affects the outer and middle ear in the presence of a healthy inner ear. This is the simplest type of hearing impairment, as the problem is limited to the presence of obstacles that prevent the conduction of sounds to the inner ear, so that these sounds are interpreted and analyzed by the upper inner hearing areas.

Sensorineural hearing disability: This disability results from a defect affecting the inner ear or the area between the inner ear and the neck area of the brain, with a healthy middle and outer ear. In this type of hearing loss, the problem is in the process of analyzing and interpreting sounds.

Mixed hearing disability: This form of disability combines conductive hearing loss with sensorineural disability. The hearing disability is mixed if the person suffers from a conductive disability and a sensorineural disability at the same time. In this case, there may be a large gap between air conduction and conduction. The hearing aids may be useful for these people, but their hearing does not return to normal in communicating them.

Central hearing impairment: Hearing impairment is central in the event that there is a defect or disorder that prevents sound from reaching the auditory pathways in the brainstem to the auditory centers in the brain. Individuals who have this type of hearing impairment often suffer from serious neurological disorders that overshadow the auditory impairment. With this type of disability, medical treatments and hearing aids are of limited benefit.

Classification according to the severity of the injury: It can be classified into categories, including very mild hearing impairment: where the hearing loss ranges from (27-40) decibels. The most important thing that distinguishes this category is that its owner has difficulty hearing faint speech or speech at a distance, or distinguishing some sounds, and the individual does not experience minor difficulties in school and may benefit from hearing aids.

Minor hearing impairment: The severity of hearing loss ranges between (41-55) decibels, and a person with this level of hearing loss can understand conversational speech at a distance of (3-5) meters, but face to face.

Moderate hearing impairment: The hearing loss ranges from 56-70 decibels, and the person cannot understand the conversation unless it is loud. He faces great difficulties in understanding group class discussions. This person may suffer from speech and language disorders and his verbal repertoire may be limited. This person needs to enroll in a special class to help him acquire speech and language skills and needs hearing aids.

Educational classification: This classification is concerned with linking the degree of hearing loss and its impact on understanding, interpreting and distinguishing speech in normal circumstances, and on the development of the child's verbal and linguistic skills, and the resulting special educational and learning needs. Educators classify hearing disabilities into two categories: deaf and hard of hearing. The following is the classification:

A- The deaf: This means the individual who suffers from a hearing disability of (70) decibels or more and is unable to -Functional aspect - from direct speech and understanding verbal language, and thus unable to deal effectively.

In social life situations, even with the use of amplified hearing aids, where no.

He can acquire linguistic information or develop speech and language skills through the sense of hearing, and his education requires techniques of a special nature.

B - Hard of hearing: He is an individual who suffers from difficulties or shortcomings in the sense of hearing that ranges between (30) and less than (70) decibels and can benefit from information transmitted in the form of spoken language by using hearing aids appropriate to the condition of his remaining hearing, and most of these individuals The category can accommodate educational curricula designed for ordinary children. (Fayyad ,2004).

Previous studies:

Study by Elias Tabbaa (2002) Training teachers of the deaf to use speech aids and auditory training: The study aimed to know the impact of training teachers of the deaf on the use of speech aids, auditory training, and pronunciation, and to provide teachers of the deaf with the basic rules for listening and correcting pronunciation for the hearing-impaired. It was an experimental study, and the program focuses on the importance of early diagnosis of hearing disability and using the best methods of hearing rehabilitation through hearing aids, early on, and providing an environment suitable for good listening, which leads the hearing-impaired child to develop his hearing and ability to speak, in addition to the possibility of integrating him into public schools. By

providing an auditory training program and hearing aids, he will have sufficient opportunity to learn and benefit from the remnants of his hearing. One of the most important findings reached by the researcher is that the training programs for teachers of the deaf that rely on auditory training and assistive aids are among the most advanced programs in this era.

Margatta's study (1995) conducted a study to uncover the most important problems that hearing-impaired students suffer from. The results showed that the attitudes of hearing-impaired individuals toward society are mostly negative, and that they suffer from problems related to achieving linguistic communication due to their dependence on sign language, which affects their compatibility with society. They also suffer from problems related to achieving linguistic communication. Behavioral and psychological problems such as fear, anxiety, and aggression (Kashif 2004)

As for the study by Springer (1938) and Roslow (1938), they proved that the hearing impaired suffer from neurotic symptoms and suffer from withdrawal from situations and social participation and an unwillingness to take responsibility (Al-Quraiti 2005).

Reginald 1995 conducted a study that focused on identifying the most important behavioral problems for people with hearing disabilities and their impact on their level of achievement. The results showed that all students suffer from behavioral problems. The study also showed a relationship between behavioral problems and a low level of academic achievement (Kashef 2004).

Frist: Research methodology: The current research methodology is based on the descriptive and analytical approach based on collecting data, then describing and interpreting it.

Second: The research community: The research community consists of teachers with hearing disabilities at the Al-Amal Institute (2019-2020) in the Al-Najaf Governorate.

Third: The research sample: The study sample is the same as the research community, consisting of (70) teachers who according the statistics of the Al-Amal Institute.

A- Exploratory sample: The researchers selected a random exploratory sample from the community consisting of (30) teachers at the Institute for the Deaf.

B- A sample for extracting the psychometric properties of the questionnaire: The sample of (30) teachers was selected to calculate the validity and reliability of the questionnaire so that it can be used with the final sample.

Fourth: Research tool: For the purpose of achieving the objectives of the current research, the researchers built a tool that addresses the problems that people with hearing disabilities suffer from, and the viewpoint of their teachers, according to the following steps: -

- Review literature and previous studies related to the topic.
- Do an exploratory study on the problems experienced by people with hearing disabilities on a sample of (70) teachers that included:
 - What do you notice about people with hearing disabilities?
 - What problems do you notice among people with hearing disabilities?
- Specifying the answers from the above in the form of a questionnaire in preparation for preparing the final version of the questionnaire, which includes all areas represented by (24) difficulties facing people with disabilities, in order to present them to a group of arbitrators. Accordingly, modifications were made and applied to a sample of (70) teachers.

Psychometric properties of the questionnaire:

First: The validity of the questionnaire: The researchers used apparent validity and presented it to a group of experts.

Second: Reliability of the questionnaire: The split-half method is used to calculate the reliability coefficient after applying it to a random sample of (30) teachers, and the Pearson correlation coefficient reached (73). In order to correct the reliability, the Spearman-Brown correlation coefficient was used, and it reached 79 by the

Presentation and interpretation of results:

This aspect includes presenting and discussing the results according to the following objective:

Identifying the problems that people with hearing disabilities suffer from from the point of view of their teachers. For the purpose of verifying the above goal, the percentage weight was adopted to distinguish between the paragraphs, as it is a difficulty that people with hearing disabilities suffer from. The paragraphs were arranged in descending order according to the value of the percentage weight of the paragraphs, as in the table.

Table 1: Problems of people with hearing disabilities from their teachers' point of view

| A | Arrange the items in the questionnaire | Items | Weighted mean | Percentage weight |
|----|--|--|---------------|-------------------|
| 1 | 4 | Few of programs and websites that benefit people with hearing disabilities | 2.1 | 70 |
| 2 | 8 | Feels deprived of love and affection from parents | 2.085 | 69.5 |
| 3 | 20 | They face difficulty with sign language | 2.028 | 67.6 |
| 4 | 6 | The inability of the hearing-impaired person to adapt easily in his relationships with others | 2.01 | 67 |
| 5 | 2 | Failure to adapt to the external environment, whether at home or school | 1.98 | 66 |
| 6 | 16 | Some families do not accept their children if they are hearing impaired | 1.98 | 66 |
| 7 | 12 | People with hearing disabilities exhibit withdrawal tendencies, unable to interact well with those around them | 1.97 | 65 |
| 8 | 13 | The inability of the hearing-impaired person to participate with others leads to frustration | 1.97 | 65 |
| 9 | 14 | Courses for people with hearing disabilities are difficult for them | 1.94 | 64.66 |
| 10 | 15 | Hearing-impaired people usually show fear of the future and lack of responsibility, especially in daily life matters | 1.94 | 64.66 |
| 11 | 24 | He notices people's movements and actions but cannot adapt to them | 1.94 | 64.66 |
| 12 | 10 | The inability of the hearing impaired to communicate with others is the reason for not enjoying the joys of life | 1.92 | 64 |
| 13 | 23 | It is difficult for him to make friends because of his | 1.91 | 63.66 |

| | | disability | | |
|----|----|--|------|-------|
| 14 | 3 | He gets nervous when trying to listen to speech | 1.9 | 63.33 |
| 15 | 21 | He cannot express himself effectively and clearly in front of people, no matter how many there are | 1.9 | 63.33 |
| 16 | 7 | The inability of the hearing-impaired person to reconcile sound, speech, and lip movement | 1.88 | 62.66 |
| 17 | 19 | Most of them do not learn easily | 1.87 | 62.33 |
| 18 | 1 | People with hearing disabilities suffer from difficulty in psychological adjustment with their peers | 1.85 | 61.66 |
| 19 | 5 | Parents' feelings of anxiety, despair, and confusion in dealing with their children | 1.85 | 61.66 |
| 20 | 11 | Their education burdens the family because it requires a special type of education | 1.85 | 61.66 |
| 21 | 17 | Difficulty communicating with others | 1.85 | 61.66 |
| 22 | 22 | His disability makes him not understand the speech of others properly | 1.84 | 61.66 |
| 23 | 18 | Difficulty in their curriculum | 1.82 | 60.66 |
| 24 | 9 | Lack of financial allocations for the education of people with hearing disabilities | 1.8 | 60 |

Table (1) shows that paragraph 4 (scarcity of programs and websites that benefit people with hearing disabilities) came in first place, with a weighted mean (2.1) and a percentage weight (70). Among them Petrallex application, which helps to amplify sound. The application provides a free adaptive course built into it for a period of 4 weeks so that the user can get used to using the application.

While item 8 (feels deprived of love and affection from parents) came in second place, with a weighted mean (2.085) and a percentage weight (69.5), it showed to their teachers that people with hearing disabilities feel a loss of attention from their parents, and this leads to difficulty or a problem for people with hearing disabilities. The reason is due to families' lack of awareness of socialization methods.

While paragraph 20 (they face difficulty in sign language) came in third place, with a weighted mean (2.028) and a percentage weight (67.6), showing that their teachers have a major problem in sign language, so they face difficulty. The reason is due to the lack of institutes, their unwillingness to enter them, or the lack of awareness of families about their education. While paragraph 6 (the inability of the hearing-impaired person to adapt easily

in his relationships with others) came in fourth place, with a weighted mean (2.01) and a percentage weight (67), showing that the hearing-impaired person has difficulty adapting in his relationships with others as a result of their lack of trust in others.

While paragraph 2 (lack of adapting to the external environment, whether at home or school) came in fifth place, with a weighted mean (1.98) and a percentage weight of (66), it shows that people with hearing disabilities do not adapt and adapt to their environment in any place, whether at school or at home, and this has become a major problem for teachers. Hearing disability.

While paragraph 16 (Some families do not accept their children if they are hearing disabled) also came in fifth place with a weighted mean (1.98) and a percentage weight (66), showing that for people with hearing disabilities some families cannot accept their children if they are hearing disabled as a result of lack of faith and lack of confidence in their abilities.

While paragraph 1 (people with hearing disabilities suffer from difficulty in psychological adjustment with their peers) was ranked 18th, with a weighted mean (1.85) and a percentage weight (61.66), showing that they also suffer from difficulty in psychological adjustment with others, according to the point of view of their teachers.

While paragraph 17 (difficulty in communicating with others) was ranked 21st, with a weighted mean (1.85) and a percentage weight (61.66), showing that there is difficulty in communicating with others.

While Paragraph 9 (lack of financial allocations for the education of people with hearing disabilities) was ranked 24th, with a weighted mean (1.8) and a percentage weight (60), showing that there is negligence in the lack of financial allocations for people with hearing disabilities from the point of view of their teachers.

Conclusions:

Through the research results, the researchers reached the following conclusions:

1. It turns out that people with hearing disabilities face a major problem, which is learning difficulties.
 2. Their inability to understand electronic programs due to their hearing disability.
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3. Loss of love and affection from parents.
4. Their difficulties in sign language.
5. Inability to adapt easily to others.

Recommendations:

1. Paying attention to people with special needs as they are an important segment of society.
2. The need to educate society about this important segment.

Suggestions:

1. Conduct a study similar to the current study from the point of view of fathers.
2. Study the problems of people with hearing disabilities from society's point of view.

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