

The Effectiveness of a Program using Intent Games on the Level of Self-esteem and Social Adjustment among Visually Impaired Children

Dr/ Ayman Salah El-Din Mohamed Bakr

Introduction and research problem:

The sense of sight is a great blessing from God's countless blessings that God granted to man to straighten his life, and it is truly a blessing that is not matched by the treasures of the world. precious , Creative, positive, and recent years have witnessed great interest in people with special needs as a social being that cannot live far from others as it affects and is affected by them within the society in which he lives in order to achieve stability and psychological security.

Magdy Aziz (2007 AD) states that visual impairment has negative effects on the individual's concept of himself and his psychological health, which leads to personal and social maladaptation, psychological disturbance, lack of self-confidence, feelings of helplessness, inferiority, frustration, tension and loss of a sense of peace and security. Blindness may make life more difficult, but the fact of blindness does not explain the physical, social and psychological difficulties that the visually impaired encounter, as the most important factor lies in the individual himself and in his relationship with society and attitudes towards him (487:28)

Osama Riad (2000 AD) believes that the philosophy of the state has tended to take care of this category of disabled, train and employ them through many official and civil

charitable bodies and ministries, and has provided them with many sports and recreational activities because of their paramount importance to them, the goals of practicing sports activity for the disabled outweigh Its importance for the healthy, in addition to being with therapeutic, physical, psychological, social and rehabilitative goals for them, it is also an ideal means for the speedy return of the disabled to his society and his familiarity again and his success as a productive individual from the members of this society integrated into it and interacting with him (6:19-21)

Magda Obeid (2000 AD) indicates that due to the differences in the degree of visual impairment and its causes, and the circumstances surrounding the visually impaired such as family and social trends, and the nature of educational, rehabilitation, and psychological services provided to the visually impaired, it is difficult to identify certain characteristics under which all persons with disabilities can fall. visually with their different classes and degrees, as they are not a homogeneous group. (26: 154-158)

Columna (2010) points out that the mere feeling of being different from ordinary individuals causes the individual to have psychological self-esteem, because the inability of the visually impaired imposes on him a specific world, and when he wants to

get out of his narrow world and integrate into the world of sighted people, he finds himself in need of independence and liberation, but when he Thus, he is shocked by the effects of his inability that push him again to the sign of the limited, and here he suffers severe psychological disturbances as a result of his feeling of his inability to move freely and control his environment as the sight controls it. (37:30)

“Hana Abdel Salam” (2008 AD) quoting “Aziz Hanna” (2006) states that visual impairment has negative effects on the individual’s concept of himself and his mental health, and this in turn leads to the individual’s inability to adapt personally and socially, as well as to psychological disturbance as well as loss of feeling This leads to an escalation of feelings of helplessness, shortcomings, and difference from others. And the physical, social and psychological difficulties that he faces, in turn, affect the individual himself and his relationships with others (25:29.)

And “Ikhlās Abdel Hafeez” (2002 AD) indicates that physical education is an integrated educational activity that takes care of the individual as a whole and works on his development in all physical, mental, psychological, social, educational and other aspects. Therefore, educators must pay attention to providing appropriate sports activities for the visually impaired and to be an essential part in preparing them. To achieve the highest levels of mental health for them.(19:5) And through what the researcher has reviewed from studies (2), (3), (14),

(16), (27), (29), (30), which indicated the importance of using sports programs and educational guidance for blind children. The researcher believes that Sports activities supported by psychological counseling programs and purposeful games are considered a fertile field in which the individual acquires psychological and social values, so the provision of appropriate counseling sports programs for the visually impaired is considered a duty of society towards its children, as the success of these programs depends to a large extent on the extent to which officials understand the nature of the disability. Visual The importance of the current research lies in the fact that it is a scientific attempt to identify the impact of sports activity.

Search objective

The current research aims to study the effect of the effectiveness of a program using intent games on the level of self-esteem and social adjustment of visually impaired children

Research hypotheses

1- The purposeful games program positively affects the self-esteem variable of visually impaired children in the light of the pre and post measurements in favor of the post measurement.

2- The sports counseling program has a positive impact on the social adjustment variable among visually impaired children in the light of the pre and post measurements in favor of the post measurement.

Some of the terms included in the search

The Visually Impaired:

They are known by the regulations for special education schools.

They are those whose visual acuity is less than (6/60) with both eyes or with the stronger eye after correction with eyeglasses (17:7)

Social compatibility:

It is the individual's ability to be compatible with himself and with others, to be satisfied with himself, to accept himself as he accepts others, and to have the ability to acquire skills in dealing with those around him and forming positive relationships (24:11)

Research Methodology:

The researcher used the experimental method, as it is the appropriate method for the nature of this research, using the experimental design for one group in order to achieve the objectives and hypotheses of the research.

Research sample and community:

The research community includes visually impaired children at Al-Amal School in the city of October (6) in the 2019/2020 academic year. The size of the community reached (40) forty boys and girls, and their ages ranged between 9 to 12 years. The researcher chose a random sample (by noting The researcher) consisted of (25) twenty-five children from the research community, with a percentage of 62.5, in addition to (15) children to conduct the exploratory study of the research.

The moderation of the sample distribution was calculated in the variables under study (chronological age - self-esteem scale for the blind - children's social adaptation test) and Table (1) shows the result:

Table (1)
The arithmetic mean, median, standard deviation, skewness coefficient for the age and the variables Social Studies in Visually Impaired Children (n = 25)

Variables		Mean	Median	standard deviation	skewness coefficient
Age		1059	10.55	0.94	0.127
Blind Self-Esteem Scale		141.80	140.50	2.19	1.78
social adaptation test	personal adaptation				
	Child self-reliance	4.55	4.52	0.51	0.176
	A child's sense of worth	4.62	4.60	0.11	0.06
	The child's sense of freedom	4.57	4.55	0.62	0.967
	A child's sense of belonging	4.21	4.20	0.54	0.555
	Freedom from inclination to singularity	4.19	4.10	0.74	0.364
	Freedom from neurotic symptoms	4.98	4.95	0.36	0.249
Total marks		27.12	26.92	0.52	1.153

Follow Table (1)
The arithmetic mean, median, standard deviation, skewness coefficient for the age and the variables Social Studies in Visually Impaired Children (n = 25)

Variables		Mean	Median	standard deviation	skewness coefficient
societal adaptation	social levels	5.45	5.40	0.84	0.003
	social skills	5.69	5.65	0.47	0.007
	Freedom from anti-social tendencies	5.21	5.20	0.32	0.93
	Relationships in the family	5.47	5.45	0.62	0.967
	Relationships at school	4.98	4.95	0.84	0.107
	Relationships in the local environment	5.16	5.15	0.47	0.63
	Total marks	31.96	31.80	0.62	1.84
The overall score for the test		59.08	58.72	0.87	1.285

It is clear from Table (1) that the values of the skew coefficients for the variables: age, self-esteem, and social adjustment in the research sample ranged between (0.19-:1.78), that is, they are limited to (+ -3), which indicates the moderation of the sample distribution in those variables. .

Data collection tools:

To collect data for the research, the researcher used the following tools:

First: psychological measures

1- Self-Esteem Scale for the Blind Prepared by Adel Al-Ashwal and Abdul Aziz Al-Shaq

2- Social adaptation test prepared by Hana Attia (2008)

Second: The purposeful games program, prepared by the researcher

First: psychological measures

1- Blindness Self-Esteem Scale: Annex (4)

This scale was designed by "Adel Al-Ashwal and Abdul Aziz Al-Khasher"

(1999), and it measures the self-esteem of the blind. The scale consists of (78) seventy-eight phrases that collectively express the degree of self-esteem of the blind. They are (yes, it is estimated for it (2) two degrees, and it is estimated for it (1) one degree, and that is in the statements in the direction of the scale, as for the statements in the opposite direction of the scale, the response is yes and it is estimated for it (1) one degree, no and it is estimated for it (2) two degrees and the degrees are limited The scale is between 78 - 156 degrees. (20(

2- Social Adaptation Test: Attachment (5)

They designed this test by "Hana Attia" (1986 AD) in order to measure social adjustment in children. The scale consists of two main dimensions: personal adjustment and social adjustment. The sum of the two dimensions constitutes the social

adjustment of the child, and each of them includes (6) six sub-dimensions:

The first dimension: personal adaptation and includes (the child's dependence on himself - the child's sense of his worth - the child's sense of his freedom - the child's sense of belonging - freedom from the tendency to be alone- freedom from neurological symptoms)

The second dimension of societal adaptation includes (social levels- social skills- freedom from anti-social tendencies- relationships in the family- relationships at school-relationships in the local environment(

The test consists of (96) ninety-six phrases, with (8) eight phrases for each of the sub-dimensions, and the test phrases are responded to in the light of two responses: (Yes) and it is estimated at (1) one degree, and (No) and it is estimated at (Zero) in The statements in the direction of the dimension, and the statements in the opposite direction of the dimension, the response is (yes) and it is estimated for it (zero), (no) and it is estimated for it (1) one degree. (30)

Second: The proposed intent games program:

The researcher reviewed many previous studies related to the field of this research (2), (4), (8), (14) and surveyed the opinions of many specialized professors whose names are shown in annex (1) so that the components of the program can be

determined in proportion to the age of the children, with the type of disability, and in light of their abilities and needs.

Program Goals:

The program aims to:

Providing the visually impaired with multiple and varied motor skills using tactile tools and using the senses of hearing and touch.

Work to achieve social compatibility for the visually impaired through sports practice and the proposed counseling sessions.

Work to reduce tension and self-esteem of that sample.

Duration of the intent games program:

The application of the program took (12) twelve weeks, and the training was conducted by (3) three training units per week, and the total number of the program units was (36) thirty-six training units attached (4), and the time of the training unit was (90) ninety minutes, and that As follows:-

Suggested counseling session (15) minutes

- warm up

- Physical preparation (10) minutes (10) minutes

Small games (20 minutes)

-Multiplayer

Relaxation (15) minutes (20) minutes

The duration of the unit is (90) minutes

Presentation and discussion of results

First, show the results:

Table (2)
The significance of the differences between the pre- and post-measurement in the level of self-esteem of the blind The sample is under investigation (n = 25)

Variables	Measure unit	Pre measure		Post measure		The differences between the averages	improvement rate	value (t)	Indication level
		M	E	M	E				
Blind Self-Esteem Scale	Degree	141.80	2.19	125.11	2.60	16.69	%13.34	4.55	Indicated

*Tabular (T) value at the significance level (0.05) = 1.708

It is evident from Table (2) that there are statistically significant differences between the averages of the pre and dimensional measurements in the level of the self-esteem scale for

the blind students in the research sample, where the calculated value of (t) came (4.55) with an improvement rate of (13.34%) in favor of the post-measurement

Table (3)
The significance of the differences between the pre and post measurements in the level of social adjustment in the sample under study (n = 25)

Variables	Measure unit	Pre measure		Post measure		The differences between the averages	improvement rate	value (t)	Indication level		
		M	E	M	E						
Children's social test	personal adaptation	Child self-reliance	Degree	4.55	0.94	6.50	0.51	1.95	%42.85	3.11	Indicated
		A child's sense of worth	Degree	4.62	2.19	6.44	0.25	1.82	%39.39	2.99	Indicated
		The child's sense of freedom	Degree	4.57	0.51	6.80	0.32	2.23	%48.79	3.54	Indicated
		A child's sense of belonging	Degree	4.21	0.11	6.75	0.51	2.54	%60.33	3.98	Indicated
		Freedom from inclination to singularity	Degree	4.19	0.62	6.69	0.15	2.56	%61.09	3.99	Indicated
		Freedom from neurotic symptoms	Degree	4.98	0.54	6.80	0.84	1.82	%36.54	2.91	Indicated
		Total marks	Degree	27.12	0.74	39.98	0.69	12.86	%47.41	3.24	Indicated

Follow Table (3)
The significance of the differences between the pre and post measurements in the level of social adjustment in the sample under study (n = 25)

Variables	Measure unit	Pre measure		Post measure		The differences between the averages	improvement rate	value (t)	Indication level	
		M	E	M	E					
social adaptation	social levels	Degree	5.45	0.36	6.20	0.57	0.75	%13.76	2.55	Indicated
	social skills	Degree	5.69	0.52	7.10	0.48	1.41	%24.78	2.87	Indicated
	Freedom from anti-social tendencies	Degree	5.21	0.84	6.80	0.98	1.59	%30.51	2.54	Indicated
	Relationships in the family	Degree	5.47	0.47	6.25	0.84	0.78	%14.25	2.46	Indicated
	Relationships at school	Degree	4.98	0.32	6.34	0.41	1.36	%27.30	2.65	Indicated
	Relationships in the local environment	Degree	5.16	0.62	6.90	0.32	1.74	%33.72	2.47	Indicated
	Total marks	Degree	31.96	0.84	39.59	0.87	7.63	%23.87	2.51	Indicated
	The overall score for the test	Degree	59.08	0.47	79.57	0.74	20.49	%34.68	3.20	Indicated

*Tabular (T) value at the significance level (0.05) = 1.708

It is clear from Table (3) that there are statistically significant differences between the means of pre and dimensional measurements in the level of the scale of social adjustment among blind students in the research sample, where the calculated (T) value came from (2.51 to 3.98), which is greater than its tabular value at the significance level (0.05) than Indicates an improvement in favor of dimensional measurement.

Secondly, discuss the results:

It is clear from the results of the research, Table (2), that there are statistically significant differences between the mean of the pre and remote measurements of the research sample of the blind in the level of self-esteem and in the direction of the post-measurement. The researcher attributes this result to the intent games program

and its various activities that positively contributed to alleviating the severity of the problem. Self-esteem of the sample under study, and therefore the results showed that there are differences in the degree of self-esteem before and after the application of the program and in the direction of the post-measurement.

The researcher believes that this improvement is due to the fact that the sports counseling program included relaxation exercises, which positively contributed to the visually impaired's sense of comfort and reassurance, as these exercises helped reduce heart rate, get rid of tension and reduce the impact of physiological changes in the body, which in turn lead to the disabled's feeling of tension and self-esteem.

In this regard, "Suhair Kamel Ahmed" (2009) indicates that visual impairment changes the mental life of the entire individual, and that the lack of social adjustment suffered by the visually impaired, which in turn appears in the increase in his level of self-esteem, is due to the visual and intellectual isolation that he feels. (52) :17)

Ehab "Muhammad Al-Sabi" (2003) believes that the loss of vision, especially in the early periods of life, affects the disabled with a loss in the level of self-confidence and lack of a sense of security and consequently isolation and introversion. (62:10)

This result is consistent with the results of the studies of "Ahmed Adel Lutfi (2009) (2) Ahmed Muhammad Ali (2002 AD) (4), and "Amal Fahmy" (2006) (8), which indicated the positive impact of indicative sports activities on alleviating the severity of the disease. Self-esteem of visually impaired students Columna, L., Davis (2010) study (31) which indicated that the proposed program has a positive impact on the health aspects of blind children and the sports program is applied to them

And the study of Houwen, S., Hartman (2009) (33) which indicated that the practice of sports activities has a positive effect in improving the life skills of blind children.

It is clear from the results of the research, Table (3), that there are statistically significant differences between the mean of the preand remote measurements of the research sample in the level of psychological compatibility in its personal and social dimensions and in the direction of the

dimensional measurement. Numerous opportunities to improve personal and social adjustment by exercising a sense of success, collaborating with peers and competing with them.

The proposed sports program, including its various activities, whether sports or guidance, contributed positively to achieving personal adaptation for the visually impaired and helped him to become self-reliant, as participation in sports competitions develops in the child self-reliance and a sense of his self-worth, and the child's sense of belonging to the group to which he belongs. Within the play group and trying to make an effort to win he and his team and this makes the blind child free from self-love and selfishness, but focuses all his attention on winning he and the group with him against the other group, and this thus makes the child feel good about himself, but opens up to his community and be more positive towards society who around it.

In this regard, Adel Abdullah (2004) points out that the sense of sight plays an important role in the learning and development of the individual. Sight helps to learn the characteristics of things, individuals and events that revolve around him and interact with the psychological and social environment. Either the visually impaired individual depends on the integration of information through other senses, especially hearing. And touch, which exposes the disabled individual to a deficiency in his initial experiences, which affects him negatively (51:19.)

Abd al-Rahman Ibrahim (2003), Awatef Ibrahim, and Manal Abd al-Fattah (2006 CE) indicate that visual impairment does not mean a loss of sense of sense, but rather represents a change in the individual's behavior that requires organization throughout his life, as when a person is affected by a disability, he experiences a feeling of inferiority as a result of lack Part of the physiological structure and as a result of these feelings, changes are generated in his behavior and a loss in his personal adaptation to the environment around him and society.(52:22) (12:24)

On the other hand, the results of the research showed an increase in the social skills of the visually impaired by participating in play groups for group sports included in the program as well as small games, which positively contributed to developing the spirit of cooperation, participation and happiness of others, and the proposed sports program had a positive impact on strengthening Social relations between the visually impaired and the society around him, such as the family and the school, and the relations with the environment around him, which in turn was reflected in the improvement of his social adjustment.

This is consistent with the study of Lauren J. Lieberman (2006 AD) (34), which indicated that the suggested motivational sessions had a positive effect on improving the level of self-acceptance and social communication among visually impaired and normal children.

Conclusions

- 1- The proposed purposeful games program has a positive and indicative effect on the psychological self-esteem of visually impaired children.
- 2- The purposeful games program has a positive impact on the psychological adjustment of visually impaired children.

Recommendations

- 1- The necessity of providing appropriate programs for the visually impaired in order to contribute to achieving the sound psychological and social health of this group.
- 2- The attention of the officials in the care roundabout for the blind by providing all the necessary facilities such as playgrounds and sports equipment to practice sports activities for the visually impaired.
- 3- Working to provide the appropriate opportunities to achieve success experience for the visually impaired, which will gain him self-confidence and compatibility with society.

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