

## The Mainstream Problems Coping Students with Hearing Disability in Najran Region

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### Abstract

This study aimed to explore the problems facing the students with hearing disability in Najran region based on gender, study stage, and type of disability. The sample of the study consisted of 17 males, 13 females, 16 students with hearing disability in the intermediate stage, and 14 students in the secondary stage in public schools. While the students with Total deafness reached 9, 21 students with partial deafness participated in this study. To achieve the objectives of the study, a questionnaire composed of 40 items distributed to four dimensions: social, academic, environment, and student and parent was developed. The results showed that there are problems facing students with hearing disability in public schools at a high level. The social dimension scored the highest mean. The study also showed that there were no significant differences in the problems facing the Mainstreamed students with hearing problems in public school attributed to gender and academic stage. The differences were significant in the type of disability for those with extreme hearing disability (Total deafness) in the social and academic factors. Finally, the study did not show significant differences in the other two dimensions of educational environment, and student and parent.

**Keywords:** Mainstreaming, Total deafness, partial deafness, public schools.

### Introduction:

It can be said that there is almost a consensus that the Mainstreaming process reflects a human philosophy and a valuable movement toward the suitable education to take care of students with hearing disability in this environment.

Many societies have experienced a human tendency to defend the right of the hearing disabled to live in dignity in the society, which was known as normalization from the outset. Normalization had a significant impact on the education of students with hearing disabilities in a normal educational environment as much as possible with their normal classmates, which was known later as the policy of Mainstreaming (Al Hinawi, 2003).

The philosophy of caring for people with disability began with the ideas of rejection and total isolation from society, providing isolated sheltering societies, offering programs to qualify them to do some work and professions according to their ability, and establishing their own institutes until they were Mainstreamed into public educational institutions with normal students (Hanafi, 2002).

Al Khateeb (2004) confirms that the education of the hearing disabled with normal students means the integration of some subjects for some time provided that both have almost the same level of achievement in the classroom. In addition, the process of Mainstreaming requires consultation with parents, special education teachers, and specialists who participated in the assessment process. Al Sartawi (2006) sees that the process of right Mainstreaming must involve the identification of the disabled's potentials and capabilities through full survey as the education of the disabled may negatively influence the performance of other disabled as well as normal students. Therefore, it is necessary that the disabled's academic and social capabilities be identified before they are Mainstreamed.

Many advanced and caring societies including Saudi Arabia have adopted the principle of Mainstreaming the disabled with their normal peers. This is what the international logo (education for all) came for to urge people to protect the disabled from discrimination, isolation, give their rights in education, make them equal with their normal peers, and involve them in their societies (Khider, 2008).

Since many years, Saudi Arabia has sought to th Mainstream students with hearing disability in public schools in special classrooms, but they share the normal students all different kinds of activities. This step comes under the developments the special education has reached in Saudi Arabia.

Although the programs of hearing disability in Saudi Arabia have witnessed a remarkable development, these programs still need more support. Many studies in special education like that by Jawarneh (2003) which indicated that Mainstreaming of the people with hearing disability needs many educational programs and related services as the hearing disability involves many social, academic, physiological, and school environmental problems. This necessities to provide logistic services to qualify that category, support their educational process and the family role to benefit and participate in all educational and non-educational programs provided for them and their children, and build corporation between family and social organizations.

Despite of this widespread and quantitative success that the programs of the hearing disabled have received, those programs need for a quality transfer to achieve their equality and act effectively in qualifying the disabled to cope with the society. This equality transfer includes a number of steps. First, to study the problems

is needed to achieve a future imagination to develop them. Najran region as other Saudi Arabia regions has received a lot of importance to care for special education by the Ministry of Education. To achieve this goal, the people with hearing disability have received a great and continuous attention by those in charge of education in the region. The number of schools with Mainstream program have reached 13 and the 53 male and 47 female students with hearing disability (Ministry of Education , 1437 H).

Idrees (2015) conducted a study aiming at exploring the obstacles that face teachers in qualifying students with hearing disability Mainstreamed in Al Assas Schools in Khartoum Mahalyia. The sample of the study consisted of 19 male and 43 female teachers. A questionnaire was developed to identify those obstacles. The results showed that some obstacles related to curricula and academic process scored high in the male teachers' view.

Elwan (2014) investigated the most important problems of Mainstreamed students with sensory disorder and relation to some factors (type of disability, gender, age, etc.). The study sample consisted of 108 male and female children. The scale of sensory disorder developed by the researcher was used. The results showed that there were no significant differences at the overall of the scale according to gender. There were significant differences at the overall of the scale based on age. Shnikat (2014) examined the level of social communication and acceptance of students with sensory disorder (the blind) Mainstreamed in normal schools in Jordan. The study sample composed of 100 male and female students. The researchers developed the study instrument, consisting of 62 items. The study results showed that there was a problem in accepting the blind and social communication with them by their normal peers. The results also showed that there were significant differences attributed to the type of disability for the extreme sensory disability. In addition, the study showed that there were no significant differences in gender and grade at the overall of the scale.

Al Hamadi's (2014) study aimed at exploring the obstacles behind the execution of Mainstreaming Mainstreaming programs of students with special need from the views of principals and teachers in the Mainstreaming schools in Saudi Arabia. The sample consisted of 1230 principals and teachers. A questionnaire of 83 items distributed to many dimensions (students, families, educational environment, etc.). The results showed that the Mainstreaming programs obstacles of students, family, and environment in Saudi Arabia from the views of administrative and teacher staff were moderate.

Arqoub (2007) conducted a study to uncover the effectiveness of the Mainstreaming program of the deaf students in the light of social position and relation to some cognitive and non cognitive variables. The sample of the study included 109 children: 66 deaf and 43 normal. Age ranged between 7 to 9 years old. The class communication scale developed by the researcher was applied. The results showed that there were differences in the averages of the students in the Mainstreaming program on the scale in favor of the normal students.

Christiana (2007) conducted a study titled 'Diagnosing characteristics of the fully deaf and partially deaf students' experiences in the Mainstreaming and special schools. The sample of the study included 20 participants of both genders. The results showed that there was a greater progress by the deaf and partially deaf students in the Mainstreaming schools than those in the special schools due to the suitable environment and appropriate education. The problems were in two factors: social communication and transportation even though no significant difference was there in favor of gender and degree of disability.

Al Kashif's (2004) study aimed to compare the behavioral problems between the Mainstreamed deaf students and non- Mainstreamed deaf students. The sample of the study composed of 80 male and female students. The list of behavioral problems developed by the researcher was administered. The results showed that there were significant differences in the behavioral problems in favor of the non- Mainstreamed deaf students.

Kliman and Branco (2004) conducted a study about the Brazilian experiment of Mainstreaming deaf students in the normal classrooms. The sample consisted of 7 deaf and 19 normal students. The researcher developed a list of obstacles hindering the Mainstreaming program. The qualitative design was used to explore the extent to which the interaction between the normal and deaf students and the problems of Mainstreaming. The results showed that the most obstacle was in the social communication between the deaf and ordinary. While the significant differences in the teachers' experiences confirmed the problems, the low academic level of the deaf is considered one of the problems facing the Mainstreaming problems.

Powere (2001) conducted a study about the good practice that supports Mainstreaming deaf students. The study aimed at identifying the positive practices necessary for Mainstreaming the deaf students. The sample of the study consisted of 15 fathers and mothers with deaf students Mainstreamed in the normal schools. A special questionnaire about the obstacles facing their children and good practices to support the Mainstreaming. The results of the study showed that the most obstacle was in the inexistence of psychological support for deaf children in the Mainstream programs from the parents' view. There was also a significant difference in the teachers' academic qualification and suitable training for the teachers dealing with deaf students.

This study is considered one of the first studies to investigate the problems of students with hearing disability in terms of the new experiments in Najran region. The current study is different from previous studies

in the scale dimensions of the Mainstreaming problems.

In the light of what has been reviewed, although the early attention received by the students with hearing disability, the programs of the disabled are still incapable to meet their needs. In addition, the studies in the Arabia environment are little according the author's knowledge tackling the problems of Mainstreaming students with hearing disability. The hearing disabled needs a special care to cope with his/ her surrounding environments through a social, academic and psychological agreement making use of his/her maximum abilities.

Therefore, the study is importance as it focuses on identifying the Mainstreaming problems of the hearing disabled in the public schools in Najran region and to direct the stakeholders to find successful solutions.

### The statement of the problem

The statement of the problem is identified in the following questions:

- What are the problems facing the Mainstreamed students with hearing disability (fully dead and partially deaf) in the public school in Najran region?
- Are there any significant differences at the level of  $\geq \alpha$  ( 0.05 for the Mainstreaming problems facing the students with hearing disability (fully deaf and partially deaf) in the public schools in Najran region according to gender?
- Are there any significant differences at the level of  $\geq \alpha$  ( 0.05 for the Mainstreaming problems facing the students with hearing disability (fully deaf and partially deaf) in the public school in Najran region according to the school stage (intermediate and secondary)?
- Are there any significant differences at the level of  $\geq \alpha$  ( 0.05 for the Mainstreaming problems facing the students with hearing disability (fully deaf and partially deaf) in the public school in Najran region according to the type of disability (fully deaf and partially deaf)?

### Population and sample of the study

The population of the study included the students with hearing disability in Najran region, Saudi Arabia: 100 male and female students with hearing disability (fully deaf and partially deaf) Mainstreamed in the normal schools (intermediate and secondary stages) during the academic year of 2016-2017. 30 available students (17 male and 13 female) composed the study sample (30%). 16 students were in the intermediate stage whereas 14 were in the secondary stage. The number of students with total deafness was 9 and those with partial deafness were 11.

### The study instrument

To achieve the objectives of the study, a 40-item questionnaire distributed to four dimensions: social, academic, school environmental, and student and parent problems. The questionnaire was validated by a group of specialized referees in Saudi Arabia who approved the scale of 40 items. For the purpose of analysis, the questionnaire was classified into three levels (low, medium, and high) as follows: 1-1.66= low, 1.67-2.33= medium, 2.34-3= high. The internal consistency was calculated according the Cronbach's Alpha. The coefficient factor proved to be ( $r=81$ ) accepted for the purpose of the study.

### Results:

First question: what are the problems facing the Mainstreamed students with hearing disability (fully dead and partially deaf) in the public schools in Najran region?

To answer the question, the means, standard deviations of the Mainstreaming problems were calculated as shown in Table 1.

Table 1: the averages, standard deviations of the Mainstreaming problems facing the hearing disabled in the public schools

Factors	means	St. deviation	order	level
Social problems	2.62	.244	1	high
Academic problems	2.41	.255	2	high
School environmental problems	2.20	.282	3	medium
Student and parent problems	2.15	.174	4	medium

The above table showed that there are problems in Mainstreaming the students with hearing disability (fully deaf and partially deaf) in the public schools in Najran region.

The overall mean scored a high degree with a mean of 2.34 and a standard deviation (0.130). The dimension of social problems topped the factors with a high mean of 2.62 and a standard deviation of .244. The academic problems came second with a high mean of 2.41, a standarted deviation of .255. The school environmental problems scored third with a medium mean of 2.20, and a standard deviation of .282. Finally, the problems of student and parent ranked last with a medium mean of 2.25, a standard deviation of .174.

The researcher believes that the social problems came first because the Mainstreaming procedures were

only in Mainstreaming the hearing disabled in special classrooms in the public schools. The process of Mainstreaming has transferred to insolation in which the hearing disabled lack their social skills, friendship, and interactions with normal students.

The results of the study agreed with those by Aqrouq (2007) and Kilman and Branco (2004) who found that the most Mainstreaming problems the students with hearing disability suffer were the social problems. The results of the study are in line with those results by Edrees (2014) who showed that the problems of curricula and the educational process scored high. Whereas the problems of student and parent ranked fourth because they are related to the disabled himself/ herself which agrees with the results in Table 1 which showed that the student and parent problems facing the hearing disabled scored last with a medium level in the scale. These results partially agree with the results by Hamdai's (2014) study which showed that the problems of student and family were medium. The results also are in line with Kashif's (2014) study which showed that there was a significant difference in the behavioral problems and the low self-esteem for the non- Mainstreamed students in comparison with Mainstreamed students with hearing disability. However, the results of the study disagree with Powere (2001).

Second question:

Are there any significant differences at the level of  $\geq \alpha( 0.05$  for the Mainstreaming problems facing the students with hearing disability (fully deaf and partially deaf) in the public schools in Najran region according to gender?

To answer the question, the means, standard deviations, and t-test of the Mainstreaming problems facing the hearing disabled based on gender were calculated as displayed in Table 2.

Table 2:

Factors	gender		No.	means	St. deviations	T	df	Sig. (2-tailed)	Mean differences
Social problems	male		17	2.59	.232	-.725-	28	.475	-.066-
	female		13	2.65	.263				
Academic problems	male		17	2.34	.240	-1.749-	28	.091	-.159-
	female		13	2.50	.255				
School environmental problems	male		17	2.17	.314	-.721-	28	.477	-.076-
	female		13	2.25	.240				
Student and parent problem	male		17	2.16	.187	.313	28	.756	.020
	female		13	2.14	.161				
Overall	male		17	2.31	.123	-1.487-	28	.148	-.070-
	female		13	2.38	.133				

The results of t-test in Table 2 showed that there are no statistically significant differences in the problems facing the students with hearing problem in the public schools regardless gender in all dimensions of the scale. The researcher believes that the problems that the students with hearing disability are not different in favor of gender because the main problems such as social, academic, and educational environmental problems they face are related to the educational environment and not to the disabled him/herself. These results agree with those results in Table 1 in which the problems the hearing disabled face in the dimension of student and parent scored last. This is maybe attributed to academic equal rights the society give to both genders and whether they are disabled or normal as they all abide by the same rules applied to all schools of Najran Directorate, Ministry of Education. This study is in line with Christiana (2007) and Elwan (2014) which did not find any significant difference based on gender in the Mainstreaming problems.

Third question:

Are there any significant differences at the level of  $\geq \alpha( 0.05$  for the Mainstreaming problems facing the students with hearing disability (fully deaf and partially deaf) in the public schools in Najran region according to the school stage (intermediate and secondary)?

In order to uncover the significant differences in the problem levels facing the educational Mainstreaming for the students with hearing problems (fully deaf and partially deaf) Mainstreamed in the public schools in Najran region based on school stage, the means and standard deviations of students' level of Mainstreaming problems in the four dimensions, and the t-test was used to show the significant differences among standard deviations. Table 3 displays the results.

Table 3: Means, standard deviations, and t-test of the Mainstreaming problems facing the hearing disabled based on the school stage

Dimension	stage	St.			t.	df	Sig. (2-tailed)	Mean differences
		No.	means	deviations				
Social problems	Intermediate	17	2.64	.250	623	28	.538	.057
	Secondary	13	2.58	.241				
Academic problems	Intermediate	17	2.39	.256	-.384-	28	.704	-.037-
	Secondary	13	2.43	.263				
School environmental	Intermediate	17	2.19	.241	-.201-	28	.842	-.021-
	Secondary	13	2.22	.339				
Student &parent problems	Intermediate	17	2.18	.171	.953	28	.349	.061
	Secondary	13	2.12	.177				
Overall	Intermediate	17	2.35	.130	.306	28	.762	.015
	Secondary	13	2.34	.135				

The results of t-test in Table 3 showed there are no significant differences in the problems facing students with hearing disability (fully deaf and partially deaf) e Mainstreamed in the public schools in Najran region according to school stage in all dimensions. Perhaps, this is so because all the students with hearing disability in both stages, intermediate and secondary, have the same conditions and variables in terms school environment, educational aids, and techniques used. This may affect parallel in various school classes. The results of this study agree with the study by Shnikat (2014) which showed that there were no significant differences based on the school stage.

Forth questions:

Are there any significant differences at the level of  $\geq \alpha$  (0.05) for the Mainstreaming problems facing the students with hearing disability (fully deaf and partially deaf) in the public school in Najran region according to the type of disability (fully deaf and partially deaf)?

In order to uncover the significant differences in the problem levels facing the educational Mainstreaming for the students with hearing problems (fully deaf and partially deaf) Mainstreamed into the public schools in Najran region based on the type of disability, the means and standard deviations of students' level of Mainstreaming problems in the four dimensions, and the t-test was used to show the significant t-test differences among standard deviations as displayed in Table 4 below.

Table 4: Means, standard deviations, and t-test of the Mainstreaming problems facing the hearing disabled based on the type of disability

Dimension	stage	St.			t.	df	Sig. (2-tailed)	Mean differences
		No.	means	deviations				
Social problems	Fully deaf	9	2.68	.246	.730	28	.040	.17
	Partially deaf	21	2.51	.245				
Academic problems	Fully deaf	9	2.55	.237	.138	28	.043	.16
	Partially deaf	21	2.37	.308				
School environmental	Fully deaf	9	2.38	.262	1.546	28	.133	.170
	Partially deaf	21	2.19	.307				
Student &parent problems	Fully deaf	9	2.15	.183	.113	28	.911	.008
	Partially deaf	21	2.16	.159				
Overall	Fully deaf	9	2.53	.143	.113	28	.911	.008
	Partially deaf	21	2.29	.099				

The results of t-test in Table 4 showed there are significant differences in the problems facing students with hearing disability (fully deaf and partially deaf) Mainstreamed in the public schools in Najran region according to the type of disability in the dimensions of social and academic in favor of fully deaf disability. In the meanwhile, there were no significant differences in the dimensions of school environmental and student and parents problems according to the type of disability. This could be attributed to the basic problems (social and academics) the students with hearing disability (partially deaf) employ his/ her hearing disability whereas the hearing disabled (fully deaf) had difficulty in their performance because of the total deafness. These problems are no connected to the disabled him/herself as shown in Table 1, which showed that the problems facing the students with hearing disability in student and parent dimension were last. Therefore, there were no significant differences in the third and fourth dimensions. The results of this study agree with the results by the Shinkat' (2014) study which showed that there were significant difference based on the type disability for the extreme disability group.

This study is not in line with the study by Christiana (2007) which did not find any significant



differences based on disability and Mainstreaming problems.

### Recommendations

1. To conduct more research on the Mainstreaming problem of students with hearing problems to find more sufficient solutions.
2. The transition from Mainstreaming the hearing disabled in special classes (partial Mainstream) to full Mainstreaming in regular classes along with their normal peers in order to improve the level of social communication.
3. The need to involve parents in finding solutions for the Mainstreaming problems facing their children with hearing disability and prepare new teachers before joining the Mainstream program.
4. Adapting an appropriate learning environment, providing modern teaching aids, and developing curricula and special courses that facilitate their education and meet their needs.

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