

The Level of Self-Esteem among the Students of Primary Stage of the Hearing Disabled

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Abstract The study aimed to identify the level of self-concept of deaf students in grade core, they are society's study (44) students, of whom (23) and student (21) are student study sample, the study has been made of the following two hypotheses:

- There is no statistically significant differences at the level ($\alpha = 05. 0$) in the level of self-concept between students and students with disabilities ordinary hearing.
- There is no statistically significant differences at the level ($\alpha = 05. 0$) in the level of self-concept between students with disabilities acoustically due to the variable sex.

Was used to measure adequacy of social self-concept on the students study sample, and analysis of the results was calculated means, standard deviation and variance analysis.

The study found a statistically significant difference to the level of self-concept and all the dimensions of the scale in favor of ordinary students, as well as the existence of statistically significant differences in favor of students with disabilities compared to the level of social anxiety for students the study population.

importance of studying:

Disability has an impact in all areas on the disabled person, and disability remains, but we can positively affect all variables that affect the presence of a disability. Self-esteem for a disabled person may be affected negatively, and self-esteem may differ according to the disability, and knowing the level of self-esteem of the disabled person is an important matter that helps in setting training and qualification programs to raise and develop the level of self-esteem of the disabled student.

Objectives of the study:

- This study aims to identify the level of self-esteem for students with hearing disabilities in the basic stage in schools, the Directorate of Education in Zarqa Governorate.
- Identify the differences in the level of self-esteem between students with hearing disabilities and ordinary students. Identify the differences in the level of self-esteem between students with hearing disabilities and female students?

the study Problem :

Determining the level of self-esteem of students with hearing disabilities is important, and the presence of students with hearing disabilities in government schools requires the availability of special educational programs for this category, as well as a teacher qualified to implement these programs, and the participation of students with hearing disabilities of their fellow ordinary students is important and needs to have the appropriate conditions to implement This participation, and the effect that the hearing disability may have on the level of self-esteem may be one of these obstacles to non-participation, so it is important to know the level of self-esteem for students with hearing disabilities is important in this study.

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Theoretical framework:

Self concept:

Felker (1974) considers that the perceptions that one holds about himself are variables that are important in understanding human behavior, and according to his opinion, the view that the individual holds about himself and his perceptions includes feelings and perceptions about the self that are distinguished and different from reality, as Fahmy adds (1983) Self-expression enables an individual to reveal his attitudes, opinions, and beliefs to people.

Desi and Ryan (1985, Deci & Ryan 1985) also see that the development of a child's sense of sufficiency and ability to self-guide depends on the method of communication that adults use, provide rewards or give directions to the child in the context of his handling of life tasks at home and at school, and whether the method used is controlling Or a media style, and these methods have different effects on perceived sufficiency and the concept of self.

Zahran (1982) shows that the self is an organized and educated knowledge formation of emotional perceptions, perceptions and generalizations of the self. The concept of the self consists of the individual coordinated and dimensional ideas of the individual about the different elements of his inner and outer being. These elements include perceptions and perceptions that define the characteristics of the self as perceived by the individual, or what is known as the perceived self.

The perceptions and perceptions that define the ideal image of a person are known as the ideal self.

Self Theory shows that the concept of the self is relatively fixed, but it can be modified and changed.

Harker (1982) considers the terms self-concept, self-esteem, and perceived competition to become fundamental to formations resulting from social learning theory. And Hamdan (1982) states that the individual is a social being who belongs to those around him with his psychological and material characteristics, the most important of which is his concept of himself which is gradually formed through his interaction with society and the treatment of others to him.

Gresham (1989) considers that self-sufficiency represents a kind of feeling of the individual's control over his surroundings, and it plays the main motive from which human behavior emanates, and that man lives to reach a degree of sufficiency or effectiveness within the context of the surrounding environment.

And Bandura (1981) re-portrayed this idea as a theory known as the theory of self-efficacy, which focuses on individuals' awareness of their capabilities so that they come to control the important actions in their lives. The theory of self-efficacy also introduces the idea that people develop a sense of efficacy based on the accomplishments they achieved in the past, and that these feelings and beliefs of self-efficacy, social and academic alike differ for students who are superior, ordinary and those with learning problems, students with simple disabilities show low self-social and academic effectiveness compared to their peers Ordinary and excelling.

Hebert and Ha & Hanter (1982) also mention that the early roots of self-sufficiency grow when a child begins to distinguish between his feelings and the factors that provoke these sensations in him, and that self-awareness begins with the beginning of a child's examination of his body and the formation of a picture of him, and the child's awareness increases, and his awareness increases as he passes Experiences confirm this.

Sartawi and Sisalem (1987) also state that children realize a causal relationship between their behavior and the rewards they receive. The exact inner feeling usually increases with increasing age and achievement, and children gradually develop more confidence and independence. A person's awareness of his self-sufficiency plays an important role in his adaptation and learning, and therefore numerous studies have sought to discover the relationships between perceived competencies and academic capabilities.

The effect of hearing impairment on self-esteem

Calderon & Greenberg (1999) and Farouk Abdel-Fattah (1987) indicate that discovering a child's hearing impairment brings many psychological and environmental stresses and challenges to his parent and family. Parents face many pressures and challenges, including learning new ways to communicate, and integrating further in Making educational decisions, increasing contact with specialists in many fields, buying and using technological support methods, and when the child is mature, families not only continue their efforts to achieve the appropriate needs for their child, but also face new situations that address them and develop solutions for them.

Hengler and the companions of Henggeler, et al (1995) and Lazarus (1966, Lazarus) report that the discovery of a child's hearing impairment is a shock to parents and the resulting emotional reactions such as anxiety, anger, feelings of guilt and powerlessness, and these emotions increase as the child grows, and moreover On these emotional pressures, parents have other pressures that are also important, such as caring for a hearing impaired child that may require extensive supervision, special medical attention, high financial costs, and strong integration in the child's education, which the family may not be able to provide.

The results of Sayed Ajaj's (1992) study confirm that there is a correlation between children's awareness of parental pressures, and their high level of anxiety such as children's awareness of parental refusal, or lack of understanding of the child's feelings, weak familiarity, and trust between them, and this makes children feel insecure and anxious.

Muhammad Hussein (1986) also states that some studies have shown that hearing impaired people are less balanced in their emotions, and more introverted than others.

Paul and Jackson (1993, Paul & Jackson) and Smith and Dawoody (Smith & Dowdy, 1995) indicate that the most important effects of hearing impairment are a lack of awareness (awareness) of guides or dialogue, which causes difficulty in correctly understanding the content of the dialogue, and the child suffers from difficulty in pursuing dialogue Rapid with peers, which negatively affects socialization and the concept of self. Because the attitudes of adults and peers are negative towards these children, they may perceive these children as having less ability to learn, on the basis that they use hearing aids to listen and this has a negative impact on self-esteem.

Accordingly, it shows what Al-Qaryouti and Rafqa (1995) and Al-Qoraiti (2001) indicate that the hearing impaired people try to avoid social interaction situations and tend to isolation as a result of their feeling of not participating or belonging to other children.

The hypothesis of the study:

To achieve the aims of the study, it tries by checking the following hypothese:

- Are there statistically significant differences at ($\alpha = 05.0$) level in the level of self-esteem between ordinary students and students with hearing impairment?
- Are there statistically significant differences at ($\alpha = 05.0$) level in the level of self-esteem between ordinary students and students with hearing impairment according to gender variable?

Terminology of study:

-Self-esteem: Rosenberg (1991, Rosenberg) defines self-esteem as the individual's overall attitudes, negative or

positive, towards oneself (Abdullah Askar, 1991).

-Hearing impairment: known to the Russians (2010). The deaf child is the child who lost his hearing ability in the first three years of Anara, and as a result he was unable to acquire the language.

-The hearing impaired defined by Hanafi (2003) are people who suffer from a deficiency or lack of a sense of hearing to a degree that does not allow him to respond naturally to educational and social purposes except by using certain methods.

Study limitations:

Within the limits of this study, it was conducted within the following limitations:

- The limits of the study population among students enrolled in the schools of the Ministry of Education in the Directorate of Education in Zarqa Governorate, Al-Amal School for the Deaf for the academic year 2018/2019.

- Within the study variable, it included measuring the level of self-esteem for students with hearing impairment.

Study Approach:

The descriptive approach was used to suit this study.

Study community:

The study population consists of students of the Hope School for the Deaf for the basic stage who are enrolled in the schools of the Ministry of Education in the Directorate of Education in Zarqa Governorate, and they total (44) male and female students (21) male and (23) male and female students.

The study sample:

The sample of the study was identified from the hearing impaired students, who are (44).

Study tool:

Self-concept scale:

In this study, the Arabized image of Perceived Competence Scale For Children by Harter (1982, Harter) prepared by Sheikha (1992) was used. This scale is considered a tool for measuring the concept of self and measures the general self-worth, social competition, cognitive competition, and physical competence. The scale consists of twenty-eight paragraphs, distributed on the four measures With an average of seven paragraphs for each sub-scale, and in front of each paragraph four levels of the answer as shown in Appendix No. (1), and the teacher or the specialized teacher answers the paragraphs of the questionnaire on the student, in order to ensure a more accurate answer (Sheikha 1992).

A Jordanian portrayal of the Harte scale for children's perceived competencies was developed by Sheikha(1992) to suit the Jordanian environment, where the scale was translated into Arabic, and the Arabized image was presented to a group of specialists as arbitrators, and it was adopted after making adjustments that suit Jordanian society and are appropriate to the current study. For the purposes of the study, the scale paragraphs of (28) items were distributed among the four dimensions as follows:

-The first dimension - Social competence: Hobbes defines social competence as a summary term that reflects social judgment regarding the general quality of an individual's performance in a particular situation (Al-Zubaidi, 1995).

-The second dimension - General self-worth: Mustafa Kamel (1993) knows that the individual's view is a trend towards himself and the extent of appreciation of this self from various aspects, such as the role and the family and vocational center, and the rest of the roles he plays in the field of relationship to reality.

-The third dimension: Cognitive Competence: Zayed (2005) defines good work, ingenuity in performance, and a good feeling related to performance in the classroom.

-The fourth dimension: physical competence: Defined by Al-Jaafara (2003) is the integrity of body systems in harmony with functions with body parts and its ability to adapt to the surrounding environment.

The validity of the arbitrators:

The scale has been presented to ten arbitrators who are specialists and academically qualified in the Faculty of Education at the University of Jordan, and Yarmouk University, to determine the appropriateness of the scale paragraphs and their suitability for students in the study community. The average answers about the adequacy of the paragraphs in measuring the two dimensions, social sufficiency and the concept of the self, (92, 0) and this ratio is considered an appropriate indicator of the appropriateness of the questionnaire paragraphs.

Discriminatory honesty:

To verify the discriminatory truth, (24) students were selected, and they are the same students to whom the perceived competency test was applied, divided into two groups as follows:

The first group: It is an ordinary student, and they number (12) male and female students.

The second group: It is one of the regular students, whose number is 12 students.

In order to achieve the differential validity, the mean and standard deviation for each group was calculated on the total scores for the scale, and at the level of each sub-scale, as shown in Table No. (1).

Table No. (1) Arithmetic averages and standard deviations (for discriminatory honesty) for the two groups on the overall dimension and sub-dimensions of the self-concept scale.

Students	Overall scale		Cognitive sufficiency		Social sufficiency		Physical sufficiency		General self-esteem	
	μ	ξ	μ	ξ	μ	ξ	μ	ξ	μ	ξ
Hearing impaired students	7.10	2.4	3.27	1.1	3.26	2.1	1.27	0.6	1.27	0.94
Ordinary students	6.92	0.65	5.21	0.61	22.0	0.61	1.21	2.0	8.22	0.2

(M) mean

(p) standard deviation

By observing Table No. (2), we find that the average of ordinary students is better than students with hearing impairment on the overall scale of perceived sufficiency, and on all sub-measures. To determine the significance of the differences between the averages, a mono-variance analysis was used and Table No. (2) shows the results of this analysis

Table No. (2) Analysis of mono-variance of the validity sample of the two groups on the total dimension and sub-dimensions of the perceived sufficiency scale.

	Degrees of freedom	Value of p	Sum of squares between groups	Mean of the sum of squares between groups	significant
Overall scale	2	261.9	79.17295	89.8647	0,000
standard deviation	2	280.4	992.06	361.03	0,000
Social sufficiency	2	92.28	426.06	266.03	0,002
Physical sufficiency	2	86.63	631.07	463.08	0,001
self-esteem	2	256.7	66.1216	536.73	0,000

It is noted from Table No. (2) that all the values of (P) on the overall scale of perceived sufficiency are statistically significant ($\alpha = 05, 0$).

How to apply and correct the test:

The answer levels for each paragraph are between (1-4) where the mark (1) indicates the lowest level on the scale paragraph and the maximum mark (4), and the high score for each scale ranges between (7) minimum levels and (28) the maximum mark that The student obtains it, and the highest total score is (112), and the minimum overall score is (28).

Study design and statistical analysis

Arithmetic averages and standard deviations were used to identify the level of the concept of self. Also, an ANCOVA was used to suit this study.

Interpretation and discussion of the study results:

To verify the study hypothesis, "there are no statistically significant differences at the level ($\alpha = 0.05$) on the scale of the concept of self among students with hearing impairment and ordinary students." Modifiers for the performance of the two groups were extracted on a self-concept scale. Arithmetic averages and standard deviations for the degrees of students with hearing disabilities were calculated on all dimensions of the scale and on the overall degree of the scale shown in Table No. (3). Average calculation and standard deviation for the level of the concept of self and its dimensions.

standard deviation	Average calculation	variable
3,23	2,20	standard deviation
5,13	2,22	Social sufficiency
3,43	2,29	Physical sufficiency
5,18	2,24	self-esteem
7,32	2,21	Total marks

As shown in Table No. (3), the results show that the arithmetic averages for the level of the self-concept of students with hearing disabilities were lower than those of ordinary students, as well as the averages on all dimensions of the scale, and this difference may be due to the inability of the hearing disabled to communicate with their peers from ordinary students

To identify the level of the self-concept of hearing-impaired students, the arithmetic averages and the standard deviation were compared with ordinary students. A t-test was used to reveal the significance of the differences between the averages of the degrees of hearing impaired students and ordinary students on each area of the scale as shown in the table (4).

Table (4) shows the results of (t-test) differences in arithmetic mean, standard deviation and significance level for the concept of self and all dimensions

Level of statistical significance	Value of t	Average calculation	the field	variable
,000	56,3	2,11	standard deviation	hearing impairment
		3,65		Ordinary students
0,001	3,43	2,17	Social sufficiency	hearing impairment
		3,19		Ordinary students
,000	5,13	2,56	Physical sufficiency	hearing impairment
		3,97		Ordinary students
,000	8,47	2,19	self-esteem	↑ hearing impairment
		3,63		Ordinary students

As shown in Table (4), the results of the study show that there are statistically significant differences at the level of significance ($\alpha = 05. 0$) between the averages of the degrees of students with hearing disabilities and ordinary students and on all dimensions of the scale and in favor of ordinary students.

Table No. (5) Summary of ANCOVA results for an examination Differences on the scale of the concept of self by group

Significance level	Value of p	Average sum of squares	Degree of freedom	Sum of squares	Sources of variance
0.002	13,05	552.95	1	58,31	self-esteem
0.00	243.21	1309.32	1	116.62	the group
		51.44	41	231.53	The error
			44	2607.07	total summation

Table No. (5) shows the results of the analysis of joint variance, which shows that there are statistically significant differences ($\alpha = 05.0$) on the scale of the concept of self for the benefit of ordinary students where the value of P (243.21) in degrees of freedom (1-44) was statistically significant and level Significance (00.0), and this difference may be due to the poor adaptation of students with hearing disabilities, as well as the lack of understanding of sign language by ordinary students, which leads to difficulty in communicating with students with hearing disabilities.

To verify the hypothesis of the second study, there are no statistically significant differences at the level of ($\alpha = 05.0$) in the level of self-concept and dimensions attributed to the gender variable?

The level of differences in mathematical averages between male and female students was determined on the scale of the concept of self and dimensions as shown in Table No.

Table (6) shows the results of a test for differences in the scale of self-concept and its dimensions among students with disabilities according to the gender variable.

Level of statistical significance	Value of t	SMA	gender	the field
,000	3,22	2,01	male	standard deviation
		3,18	female	
,000	3,93	2,15	male	Social sufficiency
		2,99	female	
,000	3,67	1,88	male	Physical sufficiency
		2,43	female	
0,00	3,45	2,42	male	self-esteem
		1,89	female	
0,00	6,78	2,17	male	Total marks
		3,23	female	

Table No. (6), as stated in the study results, indicates that there are statistically significant differences in the level of self-concept and all its dimensions in favor of males, and this difference may be due to the personality traits of students with disabilities compared to female students, and the ability and opportunities for students with disabilities to participate in all fields may be Better for female students, and this participation may help in developing self-concept.

Table (7) ANCOVA co-analysis summary to examine differences on the scale of self-concept by gender

Significance level	Value of p	Average sum of squares	Degree of freedom	Sum of squares	Source of contrast
0.022	6.95	267.56	1	276.91	self-concept
0.00	288.12	154,45	1	172.09	the group
		51,23	43	232.23	The error
			45	229.18	total summation

Table (7) shows that there are statistically significant differences between male and female students and for the benefit of female students, as the value of P (288.12) was at degrees of freedom (1-45) and this value is statistically significant

Discuss the results

By reviewing the results, which showed that the level of hearing impaired students on the scale of the concept of self compared to ordinary students, this result is consistent with what was stated in a full study (2003) and a secret study (2007), and both have found that the level of self-concept among students with hearing impairment is less It is for the students of ordinary students, and this difference according to the two studies, statistically. The difference may be due to the disadvantage of students with hearing impairment due to the complete inability to communicate, which leads to a delay in communication that reflects negatively on the level of their self-esteem

According to the findings of the study, there are differences in the level of self-esteem between students with disabilities and students with disabilities and for the benefit of students, and this result is consistent with what came in the study of both the master, and the full study (2003) and the study of Sri (2007) and the study of Terry (2002) and Titman (2000) and the Shrivels study (1991), which all concluded that there are significant differences in the level of self-perception for the benefit of ordinary students compared to female students with hearing disabilities. These differences may return to the benefit of students due to the availability of opportunities to participate and communicate more than female students. Likewise, the difference may be due to the personality traits of students, ahead of female students, which may be due to female modesty, socialization, and community values.

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