



*Full Length Research Paper*

# The degree of isolation between handicapped students in handicapped centers depending on some variables in Jordan

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This study aimed at detecting the degree of sense of isolation and the differences between the handicapped to such a degree depending on some variables such as age, certificate, gender and the presence of handicapped parents. The study was applied on 61 students. The results shows that there were statistically significant differences among the handicapped students who were less isolated and there were no statistically significant differences among them depending on the certificate which they hold, results also showed significant differences among less isolated in favor of males , and statistically significant differences among less isolated in favor of families with no handicapped parents than those who have handicapped parents . The results also showed significant differences on the interaction between gender and handicapped in favor of students with no handicapped mothers and fathers.

**Key words:** Handicapped students, sense of isolation

## INTRODUCTION

Deaf students are affected by both different environmental conditions and socialization experienced, as a result of his inability to communicate and share with others through the ability to hear and distinguish sounds and speech, it is often isolated from them, and are expected to face new situations frustrate them and as a result they are never encountered of hearing loss, which raises anxiety and emotional disorder and removes it from the acquisition of social experiences properly, and this is what leads them thus to form introverted character is emotionally and socially successful, which affects the psychological and social compatibility. (Chimedza and Petersen, 2001).

The deaf growing in a world without voices, a world free of love and compassion and votes mother, father and friends, and any sound pay for feeling a sense of what he sees and touches, everything for him inhabitant, and feels like living in a strange world unrelated to him, as he is unable to the question of place feels fear and resentment, isolation and confusion, anger and unity of his inability to communicate and understand around him, and the inability of him to understand. (Chimedza and Petersen, 2001)

The hearing loss of the reasons that impose isolation on the person who has heard, as is the education and training child losses to hearing very difficult, deaf are the only ones who evolve without enjoying contacting or

dealing with their environment through the sense of hearing, and this is an obstacle that have a major impact on the psyche of the deaf, and the right of hearing people to provide them with all kinds of care and attention to communicate with them and access them to the fullest possible degree of psychological adjustment, even feel-worth and humanity regardless of the lack of abilities and their potential for. because of the isolation of the deaf, either to accept himself and live with him as an individual with a disability, or to resort to isolation and introversion, and stay away from the exercise of their activities, and thus incompatibilities and adaptation with normal members in the society. (Stahmer, 2014)

Difficult psychological adjustment, which the deaf suffered from is the lack of ability to form relationships easily with others, arising from this problem, I will agree personally and my consequent conflicts and tensions and lack of self-confidence and narrow and anxiety, which also cause bad social consensus, have the consequent on the convergence and aggression and the inability to take responsibility for them, so the deaf suffer many problems that result from hearing loss, as the difficulty of communication and interaction with others, which is a socially obstacle they have, and their lack of methods of understanding with other individuals in the environment to which they belong, which leads to mental and emotional disorder among the majority of the deaf and this convergence and isolation could lead to a psychiatric disorder, and fears may appear obvious in deaf females more than males. They are also affected by the manifestations of language development in the degree of hearing disability among the deaf, the more the degree of hearing disability greater the more problems of language will appear, and this can also lead to poor psychological adjustment they may have.

### **Significance of the Study**

The recognition of personal attributes, skills, and other factors that help deaf students become well integrated socially and academically in school environments as well as the knowledge of how and why these factors contribute to better integrative experiences will prove useful to school personnel, such as teachers, administrators, policy-makers, and others working directly or indirectly with these students. In fact, increased knowledge about how to improve access for these students may improve the students' chances for academic and social success in school. By paying more attention to these students by providing suitable facilities, more students who are deaf will be able to enjoy and participate in academic and social activities in schools and sustain or increase their level of commitment toward involving successfully in schools.

### **Statement of the Problem**

Though increasing numbers of deaf students are entering students and are often accessing a variety of support services such as interpreters, and computer-assisted transcription of lessons in some schools, these students still encounter many difficulties and challenges in class settings. The common assumption that the availability of support services for these students leads to positive academic and social integrative experiences reflects a lack of knowledge about these students' perspectives and continuous struggles to overcome the barriers that undermine their overall campus experience.

Some researchers illuminated various examples of the academic difficulties confronted by students even when they have access to support services. First, deaf students who rely on interpreters are unable to participate fully in class discussions, because it takes the interpreter 5 to 10 seconds to sign what the instructor has said. The time delay, or "lag time," thus does not provide for deaf students sufficient time to engage in the class discussion before the instructor calls on another student or moves to another topic. Second, deaf students who rely on lip reading will encounter difficulties when instructors block the students' line of sight unintentionally by holding papers too close to their faces, turning their faces away to write on the chalkboard, and pacing the room while lecturing.

Finally, outside of the classroom, because of their communication difficulties, deaf students are often relegated to the periphery of informal social exchanges that take place among hearing peers. Thus, they are excluded from opportunities to learn about important or "insider" information such as study tips and rules of classroom behavior.

### **Purpose of the Study**

This study aimed at detecting the degree of sense of isolation and the differences between the handicapped to such a degree depending on sum variables such as age , certificate , gender and the presence of handicapped parents

### **Questions of the Study**

**This Study tried to answer the following question:**

Are there any statistically significant differences on the steps of the sense of isolation among handicapped students depending on the gender, age, degree certificate and the availability of disability in the family variables?

## Definition of Operational Terms

**Handicapped students:** are students who have impairment or significantly reduced ability to learn or understand new or complex information, which translates as impaired intelligence, underdeveloped language skills and reduced ability to function independently, or impaired social functionality. In this study the researchers are talking about deaf students.

**Sense of Isolation:** in this study the researchers mean deaf students who are the ones who evolve without enjoying contacting or dealing with their environment through the sense of hearing, the deaf suffered from is the lack of ability to form relationships easily with others

## Limitations of the Study

This study is limited to students engaged in handicapped centers in Amman during the academic year 2013/2014 and to any other similar sample.

## REVIEW OF RELATED LITERATURE

### Theoretical Background

#### Previous studies

Many studies have dealt with handicapped like Ender, Durualp et al (2001) in their study "The Examination of the Needs and Stress Levels of the Parents of Handicapped Children in Terms of Some Variables" the investigation was concerned with the examination of the needs and stress levels of the parents of mentally disabled children in terms of some variables. The study included parents (15 mothers and 13 fathers) of 28 mentally disabled children composed of 14 girls and 14 boys who were getting education in the School of Practice and Work Center for the Mentally Disabled in Cankiri. The data were collected by using "The Family Introduction Form", FNS (Family Needs Survey) and QFS-F (Questionnaire on Resources and Stress-F) Turkish. The data were analyzed by Kruskal W. (1952) U test. Most of the parents examined were over 41 years old, married as well as primary school graduates. Moreover, 53.6% of them were mothers and 46.4% of them were fathers. According to the FNS, the parents mostly need knowledge. Meanwhile, they had the feeling of pessimism according to QRS-F Turkish. When the average scores from the total scale were examined, the ones who were illiterate and unemployed ( $p$  less than 0.05) had mentally retarded boy in the six to 12 age range ( $p$  greater than 0.05). Moreover, according to the measurements, the parents who were high school graduate, unemployed had mentally retarded boy in the six to 12 age range ( $p$  greater than 0.05). It was

suggested that the necessities of the parents of mentally disabled children should be identified, supported with respect to economical, social and psychological, and they also should be informed about dialing with the stress.

Khudorenko (2011) in her study said that ...One of the most urgent problems today is the prevalence of disabilities and the loss of health. According to World Health Organization data, there are more than 600 million handicapped people in the world. Despite measures in effect for the normative legal regulation of the life and activity of people with disabilities in Russia, the present organization of education fails to meet the principles of the United Nations Convention on the Rights of Handicapped People. Reasons for this include ineffective methods and forms of schooling, lack of support from society, negative public attitudes toward handicapped people, and inadequate incentives and motivation to acquire a higher education. At the present time, the author stresses that the most effective method of solving the educational problems of handicapped people is inclusive education. The result of inclusive education is the kind of graduate (without regard to his health) who possesses a set of professional competencies that will enable him to be competitive and in demand in the labor market. This is in keeping with the tasks of Russia's system of higher education and gives inclusive education first place ranking in the matter of the education of people with disabilities.

Ann et al (2012) found that the article explores management strategies for faculty members with disabilities. Ideas for an institutional policy and procedure to address disabilities and a discussion of disability legal issues and faculty performance by University of Louisville's Laura Rothstein are the core of the report by the American Association of University Professors' (AAUP) Committee A. In addressing evaluation and performance of faculty members with disability, those responsible should make sure that they are evaluated using the same procedure as those who are not disabled. The author also suggests avoiding the use of words like disabled or handicapped unless it is warranted.

AL Khatib (2007) in his study : the Impact of Training on General Education Teachers' Knowledge and Acceptance of Inclusion of Students with Learning Disabilities in Jordan. This study evaluated the effects of a training program on Jordanian classroom teachers' knowledge of the characteristics and needs of students with learning disabilities. The study also investigated whether such training influenced teachers' acceptance of including these students into their classrooms. Sixty teachers were randomly assigned to an experimental group (30 teachers) and a control group (30 teachers). Both groups of teachers completed a test of knowledge of learning disabilities and a survey of teacher acceptance of inclusion of students with learning disabilities into

general education classrooms. Both data collection instruments were administered before implementation of the training program (pretest) and after completion of the training (posttest). ANCOVA was used to analyze the data. Results indicated that the training program had significant effects on both teachers' knowledge of the characteristics and needs of students with learning disabilities and their acceptance of including these students into their classrooms. The implications of these results for including students with learning disabilities in Jordan are discussed.

Al-Natour, AlKhamra and Al-Smadi Y ( 2008), in their study "Assessment of learning disabled students in Jordan: current practices and obstacles". The article presents a study which investigates on the assessment practices used by resource room teachers in Jordan to determine the eligibility of students with learning disability and to identify assessment obstacles. It also examines the variability's of these assessments to establish a framework for formal assessment tools instead of solely basing on the teacher's knowledge of learning disabilities. It notes that the results indicated that most of the teachers rely on teacher-made tests of academic achievement to make eligibility decisions. Moreover, it is asserted that the high rate of referral especially for low achievers is one of the major obstacles with regards to assessment obstacles.

Al-Qaisy (2012) in her Article Mothers' Stress in Families of Children with Mental Handicap, this study aims to determine the intensity of stress experienced by the mothers of children with mental handicap, and identifies the stress of mothers with some variables as: age and sex of children and age of mothers, among a sample of 235 Mothers of children with mental handicap who were selected in a randomized sample. The results indicate that mothers total stress score is at a severe level. Additionally, the results indicate that mothers' stress does not differ with sex and age of the mental handicapped children. It also indicates that there is no difference between mothers' stress with relation to the age of mothers

## METHODS AND PROCEDURES

### Population of the Study

The population of the study consisted of all deaf students engaged in handicapped centers in Amman during the academic year 2013/2014.

### Sample of the Study

The sample of the study consisted of 61 deaf students from the handicapped centers in Amman.

## Variables of the Study

The researchers include some variables in their study such as: age, gender, certificate, and the presence of handicapped parent.

## Instrument of the Study

Tool was used to measure solitude with handicapped students where they were checking the veracity of the tool and its persistence through submission 15 proofers and it have been applied to 30 students out research sample to extract the persistence of reaching implications (0.89) in a Cronpach's alpha.

Then the researchers applied the tool on the handicapped students themselves with help from a deaf and dumb language specialists so according on gender, age, certificate and their handicapped parent (mother or father) variables and sample are shown in [Table 1](#).

**Table 1:** Distribution of the sample on the variables

N	Value Label		
44	17-25	1	age
17	26-34	2	
43	BA	1	certificate
18	MASTER	2	
29	Female	1	gender
32	Male	2	
49	no handicapped	0	Handicapped
12	Mother handicapped	2	

The following table shows the sample depending on the research variables age and certificate, gender and handicapped

This study tried to detect differences among handicapped students in grades isolation variable depending on the gender and age and degree certificate and the availability of disability in the family, it tried to answer the following question: Are there any statistically significant differences on the steps of the sense of isolation among handicapped students depending on the gender, age, degree certificate and the availability of disability in the family variables?

### Statistical Analysis

Means and standard deviations were used to analyze the results of the study. The researchers also used multiple analyses of variance.

## FINDINGS OF THE STUDY

The researchers use multiple analysis of variance were the results are shown in [Table 2](#)

**Table 2:** Descriptive Statistics  
Dependent Variable: sum

N	Std. Deviation	Mean	Handicapped	gender	certificate	age
						17-25
4	9.000	174.50	Mother handicapped			
20	8.482	165.45	Total			
11	7.842	160.09	no handicapped	Male		
8	.535	160.50	Mother handicapped			
19	5.858	160.26	Total			
27	7.317	161.93	no handicapped	Total		
12	8.354	165.17	Mother handicapped			
39	7.689	162.92	Total			
5	4.827	170.60	no handicapped	Female	MASTER	
5	4.827	170.60	Total			
5	4.827	170.60	no handicapped	Total		
5	4.827	170.60	Total			
21	7.131	164.95	no handicapped	Female	Total	
4	9.000	174.50	Mother handicapped			
25	8.078	166.48	Total			
11	7.842	160.09	no handicapped	Male		
8	.535	160.50	Mother handicapped			
19	5.858	160.26	Total			
32	7.625	163.28	no handicapped	Total		
12	8.354	165.17	Mother handicapped			
44	7.778	163.80	Total			
4	10.472	153.50	no handicapped	Male	BA	26-34
4	10.472	153.50	Total			
4	10.472	153.50	no handicapped	Total		
4	10.472	153.50	Total			
4	8.500	159.25	no handicapped	Female	MASTER	
4	8.500	159.25	Total			
9	9.189	156.22	no handicapped	Male		
9	9.189	156.22	Total			
13	8.745	157.15	no handicapped	Total		
13	8.745	157.15	Total			
4	8.500	159.25	no handicapped	Female	Total	
4	8.500	159.25	Total			
13	9.242	155.38	no handicapped	Male		
13	9.242	155.38	Total			
17	8.971	156.29	no handicapped	Total		
17	8.971	156.29	Total			
16	6.901	163.19	no handicapped	Female	BA	Total

**Table 2 cont'd**

4	9.000	174.50	Mother handicapped		
20	8.482	165.45	Total		
15	8.748	158.33	no handicapped	Male	
8	.535	160.50	Mother handicapped		
23	7.064	159.09	Total		
31	8.100	160.84	no handicapped	Total	
12	8.354	165.17	Mother handicapped		
43	8.306	162.05	Total		
9	8.633	165.56	no handicapped	Female	MASTER
9	8.633	165.56	Total		
9	9.189	156.22	no handicapped	Male	
9	9.189	156.22	Total		
18	9.893	160.89	no handicapped	Total	
18	9.893	160.89	Total		
25	7.480	164.04	no handicapped	Female	Total
4	9.000	174.50	Mother handicapped		
29	8.374	165.48	Total		
24	8.777	157.54	no handicapped	Male	
8	.535	160.50	Mother handicapped		
32	7.676	158.28	Total		
49	8.699	160.86	no handicapped	Total	
12	8.354	165.17	Mother handicapped		
61	8.736	161.70	Total		

The results of analysis of variance show a statistically significant differences on the degree of sense of isolation according to each of the age and gender, Handicapped, and the interaction between gender and Handicapped, reaching respectively (0.009-- 0.009-0.033 -0.047) While

there were not significant differences depending on the certificate.

**Table 3:** Tests of Between-Subjects Effects

Dependent Variable:sum

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1689.836a	7	241.405	4.429	.001
Intercept	1006904.300	1	1006904.300	18473.056	.000
age	406.970	1	406.970	7.466	.009
certificate	164.706	1	164.706	3.022	.088
gender	404.133	1	404.133	7.414	.009
Handicapped	260.018	1	260.018	4.770	.033
age * certificate	.000	0	.	.	.
age * gender	.000	0	.	.	.
age * Handicapped	.000	0	.	.	.
certificate * gender	.000	0	.	.	.
certificate * Handicapped	.000	0	.	.	.
gender * Handicapped	224.985	1	224.985	4.128	.047



Table 3 Cont'd

age * certificate * gender	.000	0	.	.	.
age * certificate * Handicapped	.000	0	.	.	.
age * gender * Handicapped	.000	0	.	.	.
certificate * gender * Handicapped	.000	0	.	.	.
age * certificate * gender * Handicapped	.000	0	.	.	.
Error	2888.852	53	54.507		
Total	1599636.000	61			
Corrected Total	4578.689	60			

a. R Squared = .369 (Adjusted R Squared = .286)

And a posteriori comparisons depending on age differences show statistical level on (0.000) in favor of the older age category (26-34) where the average performance (156.29), while the average performance category (17-25) is (163.80) and depending on the instructions of the test the low mark means less isolated from the high mark

Table 6: Pair wise Comparisons  
Dependent Variable: sum

(I) gender	(J) gender	Mean Difference (I-J)	Std. Error	Sig.c
Female	Male	9.306*,a,b	2.136	.000
Male	Female	-9.306*,a,b	2.136	.000

Based on estimated marginal means  
\*The mean difference is significant at the .05 level.

Table 4: Pair wise Comparisons  
Dependent Variable: sum

(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.c
17-25	26-34	9.452*,a,b	2.300	.000
26-34	17-25	-9.452*,a,b	2.300	.000

Based on estimated marginal means  
\*. The mean difference is significant at the .05 level.

Table 5: Group Statistics

Age	N	Mean	Std. Deviation	Std. Error Mean
Sum 17-25	44	163.80	7.778	1.173
26-34	17	156.29	8.971	2.176

And the comparisons by gender shows that there are significant differences' when statistical level (0.000) in favor of males with an average performance of female (165.48) while the males (158.28) and low-grade test according to the instructions mean less isolated.

Table 7: Group Statistics

gander	N	Mean	Std. Deviation	Std. Error Mean
sum Female	29	165.48	8.374	1.555
Male	32	158.28	7.676	1.357

And post comparisons depending on the Handicapped show that there are statistically significant differences at the level (0.008) for Category non Handicapped from Handicapped in the family where indicated less isolated as the average performance that do not have Handicapped parents (160.86) while the family of mothers Handicapped (165.15) and according to the instructions test the low grade means less isolated

Table 9: Group Statistics

Handicapped	N	Mean	Std. Deviation
sum no handicapped	49	160.86	8.699
Mother handicapped	12	165.17	8.354

The post comparisons depending on the interaction between sex and Handicapped show a significant

difference at the level (0.047) is clear in the table analysis of variance former and in favor of normal mothers by average performance ( 164.346) than handicapped mothers who suffer from disabilities with average performance (174.500), as well as for non- handicapped parenthood as the average perform paternity handicapped (160.500) while the non- handicapped parenthood (156.604) and according to the instructions test the low grade means less isolated.

**Table 10:** Gender \*Handicapped

Dependent Variable: sum

gander	Handicapped	Mean	Std. Error
Female	no handicapped	164.346a	1.762
	Mother handicapped	174.500a	3.691
Male	no handicapped	156.604a	1.655
	Mother handicapped	160.500a	2.610

Based on modified population marginal mean.

## CONCLUSION

Deaf students who are rejected by their peers are at risk for social adaptation and dropping out of school. Although there is no clear evidence of a greater incidence of rejection of deaf students than of hearing students, and thus no evidence that deaf students are at risk in schools. However, this study proves that the feeling of isolation among deaf students exists and is affected by some variables such as gender, age, certificate and the existence of handicapped parent.

## RECOMMENDATIONS

The researchers recommend to need attention on education among handicapped students through scholarships from universities and institutions of the Hashemite kingdom of Jordan, which contributes to the ease of their isolation and more attention on handicapped females to the existence of differences in favor of males.

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