

ACQUIRING SOCIAL COMMUNICATION SKILLS AMONG HEARING-IMPAIRED PUPILS AND ITS RELATIONSHIP TO THEIR PSYCHOLOGICAL COMPATIBILITY

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Abstract

The current study aimed to find out the relationship of acquiring the skill of social communication with the level of psychological adjustment for the hearing impaired in the school for the hearing impaired children in Hajout - Tipaza state- ". They were chosen in an intentional manner. The tools of the study were the measure of social skills and the measure of general psychological adjustment for both sexes. The skill of social communication and the level of psychological adjustment are due to the variable of gender for the hearing impaired.

Keywords: acquisition, skill social communication, hearing impaired, psychological adjustment

1. INTRODUCTION

Hearing disability is one of the most severe and difficult sensory disabilities that affect humans. The sense of hearing is one of the most important senses that an individual relies on in his interactions with others during different life situations. Losing it is inevitably a denial of the enjoyment of life, as it is an open reception of all external stimuli and experiences that in turn enable him to acquire social skills, which are defined as: "The ability of individuals to train and organize their thoughts and behaviors into an integrated performance, with the aim of achieving acceptable social and cultural goals among them" (Shehata, 2005, p. 51).

Speaking about the social skills that the individual acquires in general and the hearing impaired in particular, it is worth mentioning the need to develop and train them, because of their importance in developing their normal behavior. They are an important factor in achieving a great deal of independence, self-reliance, and gaining self-confidence, as well as achieving social adaptation, participation, and interaction within the groups to which they belong, and they also benefit them in overcoming their problems, in addition to enabling them to innovate within the limits of their mental energies (Katy et al., 2020, p. 185,178).

In contrast, the loss of social skills may cause the emergence of some emotional and behavioral problems and everything related to the psychological health of the individual across his different stages of age (Jokha, 2015, p. 3).

One of the most important of these social skills is the social communication skill, which an individual needs in order to coexist and maintain effective social relations with others , such as members of his family or peers and everyone he meets in his social life, which is "a process that allows individuals to exchange information in several ways, as all parties involved in it use

a mutual common language, including oral and non-verbal language such as body language and sign language" (Qatami and Al-Youssef, 2010, p. 27).

In light of the limitations of communication abilities and deficiencies in this skill imposed by the hearing disability on their owners, and the specificity of the nature of communication between them and society, as their disability results in the loss of the ability to speak in addition to total deafness, which makes it difficult for them to acquire the language that is the first means of social communication for the hearing impaired (Adel, 2004, p. 6). They are the most isolated and dissatisfied with their personal reality, which generates feelings of frustration and fear (Abu Mansour, 2011, p. 4), which leads to the emergence of some undesirable behaviors. Such as withdrawal and social maladjustment, and this has been confirmed by many studies, including a study by Sawalha (1999) entitled "Psychosocial problems of a sample of hearing-impaired children (deaf) in Jordan ,aimed to reveal the extent of the prevalence of psychological and social problems among deaf people , to show that the apparent differences between the sexes and children younger than 10 years and more in the extent of the prevalence of behavioral problems as a whole were significant and in favor of older hearing-impaired males, except in the case of achievement-related personal behavioral problems in which the differences were found not significant, and the differences were not significant also according to the impact of Gender-age interaction in prevalence (Kabaja, 2011, p. 100).

We also mention the study of Khasifan (2000), entitled "A comparative study of the personal and social adaptation of hearing-impaired children and their normal peers in the region of Makkah Al-Mukarramah, to find that there are differences in personal, social and general adaptation between the normal and the hearing-impaired in favor of the normal and between the deaf and the hearing-impaired in favor of the hearing-impaired (Kabaja, 2011).

Disability in general and hearing in particular are factors that affect the psychological aspect of the hearing-impaired person. Among these psychological aspects is the level of psychological compatibility, which is one of the most important dimensions of mental health. Compatibility means "harmony between the individual and his environment, which appears through his ability to satisfy most of his needs and the demands of his physical and social environment and behave in an acceptable manner. It also includes the ability of the individual to change his behavior and habits when faced with a new situation, a material or moral problem, or a new psychological conflict, a change that suits these new circumstances so that he can experience the situation, and always be ready for it, and have the ability to understand, create interdependence and harmony with others" (Al-Rahou, 2005, p. 368).

Psychological compatibility is defined as: "The state of the internal equilibrium of the individual, so that the individual is satisfied with himself and accepts it, with relative freedom from tensions and conflicts that are associated with negative feelings about oneself, and the state of the internal equilibrium of the individual enables its owner to deal with reality and the environment in a proper way that achieves the same percentage for the individual" (Al-Najjar,2007).

Deaf people are considered among the most needy people to enjoy an appropriate amount of psychological compatibility so that they can be better able to prove themselves and meet their needs and desires, so they become effective in a way that gives them psychological security and happiness despite the psychological and social pressures they are exposed to, as explained by

Wendell's study (1995), whose topic was the relationship of self-concept to poor psychological compatibility, in which the researcher examined four dimensions of aggressive behavior represented by the social self and its relationship to the poor psychological and social compatibility of a group of males, and the study concluded in its results that there are high levels of psychosocial maladaptation, depression disorder and negative self-concept (Qutahan, 2004, p. 78).

In addition to a study by Ali and Tuvells (2001) entitled: "The Impact of the Integration Process in Improving the Process of Emotional Social Reconciliation in a Sample of the Hearing Impaired," they found that the hearing-impaired child, when he receives sound parental and social care and through an integrated team, can apply the integration strategy with skill that has a great impact on the development of his personality and his acquisition of social skills (Ibrahim, 2015, p. 102).

Due to the importance of social communication, especially for people with special needs, creating a sound psychological atmosphere for the hearing impaired helps them to acquire this skill, so that they can feel a sense of belonging to their community, interact with their surroundings, establish emotional relations with their peers, and help them achieve harmony and psychological comfort. Neglecting this inevitably leads to the emergence of psychological and adaptive problems for the person with disabilities.

Based on the above, we will try, through this research paper, to study the relationship of acquiring social communication skills among hearing impaired students with their level of psychological compatibility, trying to answer the Following questions :

1.1. Is There a statistically significant correlation between the acquisition of social communication skill in the hearing impaired student and his level of psychological compatibility?

1.2. Are there statistically significant differences in the level of social communication skill acquisition among the hearing impaired student attributed to the gender variable?

1.3. Are there differences? Are there statistically significant differences in the level of psychological compatibility of the student with hearing impairment due to the gender variable?

2. Study Hypotheses:

2.1. Is there a statistically significant correlation between the acquisition of social communication skill in the hearing impaired student and his level of psychological compatibility?

2.2. Are there statistically significant differences in the level of social communication skill acquisition among the hearing impaired student attributed to the gender variable?

2.3. Are there differences? Are there statistically significant differences in the level of psychological compatibility of the student with hearing impairment due to the gender variable?

3. Objectives of the study:

Throughout this study, our goal was to:

(a)- Knowing the relationship between the acquisition of social communication skill and the level of psychological compatibility of the student with hearing impairment.

(b)-Determining whether there are differences in the level of social communication skill among students with hearing disabilities is statistically significant due to the gender variable.

(c)-Determining whether there are differences in the level of psychological compatibility among students with hearing disabilities is statistically significant due to the gender variable.

4. The Importance of the Research:

The interest in this subject is due to the group of hearing impaired students, because this disability has clear repercussions on the level of their academic, social or psychological compatibility, because they did not have sufficient luck in society on the one hand and in scientific research like other groups with special needs. Although this group has tremendous potential, if they receive early and specialized educational sponsorship.

5. Defining the concepts of the study:

5.1. The concept of social communication skill:

Social communication skill is defined as: “A process that allows individuals to exchange information in a variety of ways, in which all parties involved use mutually shared language, including verbal and non-verbal language such as body language and sign language” (Qatami and Youssef, 2012).

5.2. The concept of psychological compatibility:

It is a dynamic process that continues throughout the various stages of the individual's growth and is positive with being functional and responsible based on the fruitful interaction between the individual and his surroundings, and includes balance and harmony between two aspects: the balance of the individual with himself and his harmony with himself and then his harmony with the conditions of his physical environment. in general, including other people, relationships, elements, fields, topics, events and problems (Al-Quraiti, 2003, pp. 62-64).

5.3. Procedural definition of the concepts of social skill and psychological compatibility:

A- Psychological coping skill:

It is the degree obtained by hearing impaired students, who are the sample of our research in the social communication skills scale, which has the following dimensions: (emotional expression skills, emotional sensitivity skills, emotional control skills, social expression skills, social sensitivity skills, and social control skills).

B-Psychological adaptation:

This is the degree that hearing-impaired students, who are the sample of our research, get in the psychological compatibility scale. It has the following dimensions: (personal compatibility, family compatibility, social compatibility, academic compatibility, health compatibility).

6. Field of Study:

This study was conducted at the school of the deceased Mujahid Abdelkader Benmellouka for hearing-impaired children in Hajout, Tipaza Governorate, Algeria. During the period from (15-

02-2022) to (03-03-2022), this study included hearing-impaired students, who were estimated at 30 students.

7. Previous studies:

A review of the studies carried out by the researchers, in the ways of developing the different skills of the disabled child, with the aim of helping him to integrate socially on the one hand and achieve his psychological compatibility on the other hand, indicates the extent of their interest in this category, as evidenced by their contributions to various studies, we mention the study of the ungrateful (1976), which was interested in knowing "the relationship between compatibility among deaf and dumb adolescents and parental attitudes towards them." In a sample of (100) deaf-mute adolescents between the ages of (13-19) years, they were applied to the " personality test for the preparatory and secondary stages", "non-verbal intelligence test", "social, economic and cultural level form", and "personal interviews." As for the results of the study, "it has revealed a relationship between one of the trends of the tests of parental attitudes, and the compatibility of deaf adolescents, which is the trend of normal. The study also showed that there is a similarity in the less compatible and more compatible personality dynamics of deaf adolescents in terms of denial of hearing disability, deficiency and repression, as well as differences in personality dynamics between the highest and the lowest in compatibility, and between normal compatibility in terms of psychological compatibility and intercompatibility." Kabbah, 2011, p. 99).

The study of the researchers Ali and Tuvels (2001), which aimed to know the impact of the integration process in improving the process of emotional social adaptation in a sample of hearing impaired, and the researchers concluded that the hearing-impaired child when he receives sound parental and social care, and through an integrated team, he can apply the integration strategy skillfully and improve his compatibility due to the great impact on the growth of his personality and his acquisition of social skills (Ibrahim, 2015, p. 102). In addition, we find Matar's study (2002), which focused on the effectiveness of psycho-drama in the development of some social skills among deaf children. "The study sample consisted of 24 pupils of deaf children from Al-Amal School in Zagazig, Egypt, aged between (9-12) years. The researcher used the " man test ", the " intelligence scale ", the " social and economic level form ", and the " social skills scale for deaf children " prepared by the researcher. The results confirmed the effectiveness of the SICO-Drama program in the development of social skills among deaf children, and that there are no statistically significant differences between the pupils of the children of depressed mothers and the pupils of ordinary mothers in the variable of social principles. (Abu Mansour, 2011, p. 65).

The study of Sherit Mohammed (2005) also aimed to provide a training counseling program to improve mothers' communication with their children and to know its impact on the social maturity of hearing-impaired children in early childhood. The study sample consisted of (20) boys and a girl consisting of two groups, one of which is experimental, consisting of (10) children (males, (4) females, and a control group of 10 children (5) males, and (5) females. The researcher used the "Judah Red Intelligence" scale, the "socio-economic level of the family" scale prepared by Abdulaziz Al-Sayed Al-Shakhs, (1995), and the "data on the hearing-impaired child" scale.

The results showed that there were statistically significant differences between the mean scores of mothers of the experimental group and the control group in measuring their communication with their hearing-impaired children from their point of view , after applying the program in favor of the experimental group. The results also showed that there were statistically significant differences between the mean scores of mothers in the experimental group in measuring their communication with their hearing-impaired children from their point of view before and after applying the program in favor of post-measurement. (Abou Mansour 2011ص،65).

In addition to the study of Laila Ahmed Mustafa Wafi (2006) entitled "Behavioral disorders and their relationship to the level of psychological compatibility" , with its four dimensions (personal, school, family , and physical) in deaf and blind children, in light of several variables including gender, housing area, educational stage for them, and the degree of disability (for the blind only). Two samples were selected, one for the deaf (135 students) and the other for the blind (86 students), as their ages ranged between (9 and 12) years, to which we apply the measures of behavioral disorders, and the measure of psychological compatibility. One of the results confirmed by the study was that neurological crises and hyperactivity are the most prominent behavioral disorders among the blind, while neurological crises, hyperactivity and musk disorder were the most prominent disorders among the deaf. It also stipulated that there are no statistically significant differences in the overall degree of psychological compatibility of deaf children due to the gender variable (Al-Najjar, 2006, pp. 315-316).

We also find researcher Obaid (2010) in her study entitled "Problems that threaten the security and safety of hearing-impaired students and building a proposed program to improve safety opportunities for them." Through her findings, she found that the hearing-impaired student cannot participate in many of the experiences of the average student due to hearing disability, which will negatively affect his psychological compatibility, which will prevent him from integrating and interacting with others, so he does not have the ability to acquire social skills, including the skill of social communication, whether verbal or non-verbal (Al-Sayed, 2016, p. 500).Al-Safi Al-Sheikh's study (2013) entitled: "The impact of a proposed recreational sports program on some social skills of the hearing impaired", where his study resulted in that there are no statistically significant differences about social skills due to the gender variable (Al-Sheikh et al., 2018, p. 100)

Kabaja study (2011) entitled: "Psychological compatibility and its relationship to the personality traits of deaf children in the governorates of the Gaza Strip", where it states that there are no statistically significant differences due to the gender variable. (Kabaja, 2011, p. 154). We add the study of Abdul Wahid Abdul Basit Fatima Al-Zahra (2020) under the title: "Perceived self-efficacy and social skills and their relationship to the compatibility of hearing-impaired students, where the results were the absence of differences in social skills attributed to the gender variable (Abdul Wahid, 2020).

It is clear from our presentation of these previous studies, the importance of psychological compatibility and social communication skill and their clear effects on all aspects of the personality of the disabled individual over the stages of his development.

Although we have obtained previous studies that dealt with the variables of the study, each one separately, we did not find a study that combines the variable of acquiring social communication and the variable of psychological compatibility among the hearing impaired. The lack of studies

that deal with the sample of the hearing impaired compared to the rest of society is clear, especially in Algeria. This is what motivated us to research the relationship of these two variables. This may open the way for us to research and pay attention to this group of society, improve their living conditions and achieve optimal care for them in order to achieve their optimal compatibility and quality of life.

8. The Methodological Procedures of the Study:

8.1 Methodology:

In this study, we relied on the descriptive relational approach, with the aim of trying to know the relationship between the acquisition of social communication skills among hearing impaired students at their level of psychological compatibility.

8.2 Population and Sample:

The study population consists of 60 students with hearing impairment at the School for the Hearing Impaired. We selected the sample of the basic study in an intentional way, as it consisted of 30 hearing-impaired students between the ages of 14 and 16 years, and this represents 50% of the research community, as shown in the following table:

Table No. (01): Represents the distribution of the study sample according to the gender variable.

Males	Females	Gross Total	Percentage
15	15	30	50%

8.2. Study Tools:

For the purpose of collecting data and information, and to ensure the validity of hypotheses, we relied on two measures: the measure of "social communication skill" of Ronald Reggio" (1986) and the measure of "psychological compatibility" of researcher Ben Ali several (2014). This is a description of the two scales.

8.2.1. Social Skills Scale:

The "Social Communication Skill Scale" prepared by the American researcher Ronald Reggio (1986), translated by Mohamed El Sayed Abdel Rahman (1990), and applied by the researcher Boudjelal Said (2009) when preparing his master's degree, in social psychology at the University of Algiers(2). It is a psychological self-reporting tool, designed as a means of measuring social communication skill. The test consists of 90 paragraphs distributed in a circular manner over six (06) sub-dimensions: emotional expression skills, emotional sensitivity skills, emotional control skills, social expression skills, social sensitivity skills, and social control skills.

8.2.2. Psychological compatibility scale:

We used the psychological compatibility scale prepared by the researcher "Ben Ali several" (2014), which he used in his preparation for his doctoral thesis, Hassiba Ben Bouali University – Chlef - Algeria. The scale consists of 50 paragraphs to measure the level of general psychological compatibility among the hearing impaired, some of which have a negative direction and others with a positive direction. It has been divided into five dimensions: personal compatibility, family compatibility, social compatibility, academic compatibility, and health compatibility.

8.3. Validity and stability of the two measures:

In order to calculate the stability coefficient, we distributed the two scale forms to the pilot trial sample, which was excluded from the baseline study sample and then distributed them again a week later, after which the degree of stability of the two instruments was known.

To find out the self-validity of the two scales used in our study, we calculated the square root of the stability coefficient. Table No. (02) shows the results of the stability and self-validity coefficients of the two scales applied to the sample of the exploratory experiment. The following table shows the validity and stability of the two scales:

- Table No. (02): Shows the psychometric characteristics of the measures of social communication skill and psychological compatibility.

Module	Stability coefficient	Validity coefficient
Social Communication Skill Scale	0.96	0.97
Psychological adaptation:	0.92	0.96

Source: Study Findings

Through Table No. (02), we note that the value of Pearson's simple correlation coefficient of 0.96, 0.92 for the two measures of communication skill

Social and psychological compatibility, respectively, are close to one , which indicates that the two scales of the study have a high stability coefficient, and the value of self-validity was 0.97, 0.96 for the two scales, respectively, which means that the two scales of the study have a high validity coefficient, from which they can be applied to the basic research sample.

8.4. Statistical Methods of the Study:

For statistical processing, the following statistical methods were used:

Arithmetic Mean

Standard Deviation

Pearson's simple correlation coefficient.

C. Test “t” Student.

9. Analyze and discuss the results:

9.1. Analysis of the discussion of the results of the first hypothesis:

The first hypothesis states that there is a statistically significant correlation between the acquisition of social communication skills and the level of psychological compatibility of hearing impaired students. To ascertain the validity of the hypothesis, we calculated Pearson's simple correlation coefficient. The statistical results were as follows:

- **Table No. (03):** shows the nature of the relationship between the acquisition of the skill of social communication and the level of psychological compatibility
 - **Among students with hearing impairment-**

Dimension			Personal Adjustment		Family Compatibility		Social adjustment		Academic Alignment		Health Compatibility		Psychological adaptation:	
			Hours	E.	Hours	E.	Hours	E.	Hours	E.	Hours	E.	Hours	E.
Emotional expressions			36.7	7.15	45.27	4.73	37.6	7.33	37.3	7.47	38.67	5.12	195.43	24.99
5. Emotional expression.	Hours	44	0.06		0.65		0:03		0.51		0.62		0.12	
	E.	6.36												
Emotional sensitivity	Hours	45:17).	0.99		0.15		0.98		0.90		0.46		0.65	
	E.	8.48												
Emotional control	Hours	44.43	.001		0.19		.001		0.39		0.58		0:01	
	E.	8.80												
Social expression	Hours	52, 53	0.47		0.21		0.08		0.45		0.18		0.15	
	E.	9.6												
Social Sensitivity	Hours	41.6	0:03		0.14		0.26		0.63		0.36		0.11	
	E.	6.28												
Social control	Hours	55:33	0:01		0.09		.001		0.02		0.04		.002	
	E.	8.5												
Social Communication Skill Scale	Hours	281.57	0.52		0.85		0.18		0.56		0.84		0.42	
	E.	28.91												

Source: Study Findings

Through Table No. (03), which shows the nature of the relationship between the acquisition of the skill of social communication and psychological compatibility among the hearing impaired, we note that Pearson's probability (sig) between most of the dimensions of the social communication and psychological compatibility skill scales and the two scales as a whole, which fall within the field [0.06 – 0.99] is greater than at the error rate of 0.05. This indicates that there is no statistically significant correlation between most of the dimensions of the social communication and psychological compatibility skill scales and the two scales as a whole, except for a positive correlation between: after emotional control with the following dimensions of the psychological compatibility scale: personal compatibility, social compatibility, and the psychological compatibility scale as a whole, and we recorded a negative

correlation between emotional expression and social compatibility, and the social sensitivity dimension and personal compatibility, as Pearson's probability value ranged between these two variables: 0.001 and 0.04, which is less than the error rate of 0.05, which indicates a significant correlation between these variables. Hence, we say that the results indicate that there is a moral correlation between these two variables, and thus the first hypothesis was achieved, which confirms the existence of a statistically significant correlation between the acquisition of social communication skills and the level of psychological compatibility among hearing impaired students. "

This is what Medhat Abu Zeid stressed when he talked about the importance of social skills in being one of the basics of the process of compatibility, adaptation, adaptation, harmony with oneself and others, in addition to being one of the basics of both psychological and mental health, and facilitating the processes of social interaction with others (Abu Zeid, 2008, p. 17)

This result is also consistent with a study on Tofels (2001) entitled: "The Impact of the Integration Process in Improving the Process of Emotional Social Compatibility in a Sample of Hearing Impaired", which aims to show the impact of the integration process in improving some aspects of the emotional social compatibility of hearing impaired students. It was found that the hearing impaired child, when he receives sound parental and social care and through an integrated team, can skillfully apply the integration strategy and improve his compatibility, which has a great impact on the growth of his personality and his acquisition of social skills (Ibrahim, 2015, p. 102).

9.2. Analysis and discussion of the results of the second hypothesis:

The second hypothesis states: "There are no statistically significant differences in the level of social communication skill acquisition among hearing impaired students attributed to the gender variable."

To confirm the validity of the hypothesis, we calculated the value of «t» Student and the statistical results were as follows:

Table (04): Shows the nature of differences in the level of acquisition of social communication skills among students with disabilities

Auditory according to the gender variable

Sex Dimension	Males		Females		Calculated value	Test significance
	Hours	E.	Hours	E.		
. Emotional expression.	43.2	6.14	44.8	6.69	0.50	It doesn't matter
Emotional sensitivity	44.2	10.41	46.13	6.21	0.54	It doesn't matter
Emotional	46	10.14	42.87	7.22	0.34	It doesn't

control						matter
Social expression	51.13	10.24	53.93	9.04	0.43	It doesn't matter
Social Sensitivity	39.73	6.65	43:47	5.48	0.10	There is a difference.
Social control	55.53	9.52	55.13	6.68	0.90	It doesn't matter
Scale as a whole	276.8	34-42	286.33	22.33	0.38	It doesn't matter

Source:Study Results

Through Table No. (04), which shows the nature of the differences in the level of social communication skill acquisition among hearing impaired students according to the gender variable, we note that the value of the probability (sig) in all dimensions of the social communication skill acquisition scale and the scale as a whole between males and females, which fall within the field [0.50 – 0.88], is greater than the error rate 0.05. This indicates that there are no statistically significant differences in all dimensions of the social communication skill scale and the scale as a whole according to the gender variable, so we can say that the second hypothesis has been achieved.

Al-Safi Al-Sheikh's study (2013) entitled: "The impact of a proposed recreational sports program on some social skills of the hearing impaired", where his study resulted in that there are no statistically significant differences about social skills due to the gender variable (Al-Sheikh et al., 2018, p. 100)

9.3. Analysis and discussion of the results of the third hypothesis:

The third hypothesis states: "There are no statistically significant differences in the level of psychological compatibility of the hearing impaired due to the gender variable."

To confirm the validity of the hypothesis, we calculated the value of "t" Student and the statistical results were as follows:

- Table No. (05): shows the nature of differences in the level of psychological compatibility of hearing impaired students

-According to the gender variable-

Gender / Dimension	Males		Females		Calculated value	Test significance
	Hours	E.	Hours	E.		
Personal Adjustment	37.47	8.22	35.93	6.09	0.57	It doesn't matter
Family	44.73	4.95	45.8	4.62	0.55	It doesn't

Compatibility						matter
Social adjustment	38.53	7.68	36.67	7.11	0.50	There is a difference.
Academic Alignment	36.4	8.05	38.2	7.01	0.52	It doesn't matter
Health Compatibility	39.2	5.58	38.13	4.75	0.58	It doesn't matter
Scale as a whole	196.13	28.07	194.73	22.45	0.88	It doesn't matter

Source: Study Findings

Through Table No. (05), which shows the nature of the differences in the level of psychological compatibility among hearing impaired students according to the gender variable, we note that the value of the probability (sig) in all dimensions of the psychological compatibility scale and the scale as a whole between males and females, which falls within the field [0.50 – 0.88], is greater than the error rate 0.05. This indicates that there are no statistically significant differences in all dimensions of the psychological compatibility scale and the scale as a whole according to the gender variable. Thus, we confirm the validity of the third hypothesis, which confirmed that there are no statistically significant differences in the level of psychological compatibility among hearing-impaired students due to the gender variable.

The statistical results were consistent with what Laila Ahmed Mustafa Wafi (2006) concluded in her study entitled "Behavioral disorders and their relationship to the level of psychological adjustment in deaf and blind children", which stated that there are no statistically significant differences in the overall degree of psychological adjustment of deaf children due to the gender variable, (Al-Najjar, 2006, pp.315-316).

It is also consistent with the results of the Kabaja study (2011) entitled "Psychological compatibility and its relationship to the personality traits of deaf children in the governorates of the Gaza Strip", where it states that there are no statistically significant differences due to the gender variable. (Kabaja, 2011, p. 154).

CONCLUSION

The current study aimed to find out the relationship between the acquisition of social communication skills and the level of psychological compatibility among hearing impaired pupils at the school of "The deceased Mujahid Abdelkader Ben Mellouka for hearing impaired children in Hajout - Tipaza Province - Algeria". The results of this study resulted in a statistically significant correlation between the acquisition of social communication skills and the level of psychological compatibility among hearing impaired students. It also confirmed the absence of statistically significant differences in the level of social communication skills as well as the level of psychological compatibility due to their gender variable.

Based on the results of the study, we decided to provide a set of recommendations and suggestions that would help this group of society to adapt and achieve a certain percentage of the quality of life, starting with the need for early intervention to detect disability, by an integrated team that includes a group of specialists at the health, psychological and academic levels... Rehabilitation of this group and taking care of it early because of its positive impact on the disabled or those who take care of them from the family and society, and this cannot be achieved unless appropriate budgets are allocated to provide material and human resources to help deaf children on the one hand and integrate them into society on the other hand, by working to unify the educational path for their integration into regular schools, as isolation in their own institutions is more harmful than the situation of integration. And occupy their free time and enable them to entertain purposefully, and prepare society and the family to receive the disabled and accept his disability and help him to live with his disability and accept it and not be ashamed of it. And do not forget to activate the role of counselors and psychologists inside the centers and outside the centers that deal with this group of society. Encourage the deaf child to actively socialize with their non-disabled peers.

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