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Quality of Life and Self-Concept for a Sample of Gifted Deaf Students

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Abstract

In recent years, attention is paid to gifted students with disabilities. This care lead to recognize points of strength, creativity, talent and discovering, developing, investing and giving these exceptional the right direction for the benefit of student, family, school, society. This study aimed at identifying the differences between gifted-deaf students and their nongifted, deaf peers in quality of life and self-concept; determining gender differences between (males and females) gifted-deaf in quality of life and self concept. It also aimed at identifying the relation between both quality of life and self-concept. The instruments of the study are "Quality of life scale for deaf" and " Self concept scale for deaf ".By using Mann –Whitney test for two independent samples and Person-Correlation in (54) students from AL-Amal School for the Deaf and Hard of hearing in Mansoura, Dakahlia Governorate, Egypt. The sample was divided into (27) gifted-deaf and (27) nongifted- deaf students. Findings indicated that:

- There are significant differences between gifted, deaf students and their nongifted, deaf peers in self-concept in favor to gifted, deaf students due to gift variable.
- There are significant differences between gifted- deaf students and their nongifted, deaf peers in quality of life in favor to gifted deaf students, due to gift variable.
- There are significant differences between male and female gifted-deaf students in all quality of life scale dimensions in favor to males; except the self acceptance there was no significant differences.
- There are significant differences between male and female gifted-deaf students in self concept in favor to males.
- There is a significant correlation between quality of life and self concept for gifted-deaf students.

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Introduction:

Recently, the concern for the gifted students with disabilities, who are often called "twice exceptional" or "dual exceptionalities" has emerged, which has led to the endeavor to identify the dimensions of strength, innovation and talent in the students with disabilities, particularly as the focus was – previously- on dimensions of deficiency and inability in them.

In fact, this concern has not been manifested till it was scientifically proven that gift has nothing to do with disability since gift is inherent in every individual regardless of his disability. In addition, the disabled person with versatile gifts in various fields, either in sport, or art, etc, will be revealed somehow. This proves that the gift controls that person and guides him towards a specific objective. As interest in gifted and talented students is imperative in any academic society, due to the presence of a group of students, who have extra normal capacities in various areas and, according to modern concepts and definitions of giftedness that require the identification of these special capabilities, develop, invest, and guide them in the right direction, for the benefit of the student, his family, school, and society (Jubilee, 2009).

Therefore, it is necessary to pay attention to those gifted students from the special needs category (disabled); since most care forms presented for those with disabilities sprang from the standpoint of their being disabled, rather than the fact that they enjoy gifts, requiring increased attention and care for this category as they are gifted, on the one hand, and disabled on the other hand. Due care is even more important when dealing with the hearing impairment category (Ahmed, 2011). One of the important characteristics, which must be addressed for this group, is self concept, which determines the nature of the relationship between the individual and himself, and with others, thus leading to adapt with oneself and others. Amongst the significant dimensions that must be investigated and given its due care on account of its

novelty and relevance in the psychological heritage, is the concept of life quality. That concept has emerged to reflect the extent to which the individual in general, and the disabled in particular, enjoys his life, including all its dimensions.

Doubtless, the impact of disability on the individual and society necessitates and imposes the attention to research on how to avoid it via preventing its occurrence, avoiding its causes, and reducing the effects of physical, psychological, and social consequences whenever they occur. This is achieved through improving the quality of life, through the identification of gifted people, focusing on them, encouraging them to engage in social activities and fostering their unusual talents and abilities. Meanwhile, hearing impairment is one of the sensory disability patterns, which does not allow those gifted people, who suffer from it, to perform certain behaviors that reflect their gifts and their distinctiveness. Therefore, we observe their lack of participation and social activities, which are the factors that make the gifted deaf, suffer from low self-esteem, and thus, deficiency of life quality.

Hence, it is clear that hearing disability affects students' lives, at different age stages for both sexes, taking into account that this impairment influences the student's social growth, and limits his interaction and participation with others in various life activities, and thus his integration into society (Hampton, 1999). Consequently, this negatively affects his social adjustment, his acquisition of skills necessary for life, as well as the emotional problems afflicting him. (Goode, 2000). Therefore, individuals with hearing impairment- and the deaf in particular- have distinctive characteristics that distinguish them from the normal, they are apt to solitude, and are emotionally imbalanced, self-centered with inadequate social communication. Because they lack of ability to communicate with others, they need more to sense the quality of life and satisfaction as it yields benevolent positive psycho-social results on their morale. (Abdul-Rahman, 2008).

Self concept for the disabled in general, and those with hearing impairment in particular, is considered one of the concepts which are obviously and directly affected by disability with all the social, cognitive, and developmental constraints it inflicts upon the disabled. It is reflected in his ability to be psychologically and socially adapted and also affects his proper development in various fields of life, which convinces us that the hearing impairment influences the self concept for hearing-impaired students. Studies have proved a decline in their self concept (Rushdie, 2007). In addition, we find out that these deaf gifted people who have extra normal interest in some

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areas. This often reveals their special capabilities, serves as strengths that reflect their distinctiveness and their talent in these areas, which would-if properly trained in such areas, and well guided to develop them - help refine their skills. Accordingly, when we provide the appropriate guidance, vocational training and appropriate rehabilitation programs, they will be able to subsequently develop the abilities, gifts, and reach self-realization. This helps them to reach adequate levels of personal and social adjustment.

Henceforth, the idea of this research has emerged, namely, to identify the impact of gift on the quality of life, and self concept for the deaf, that category which has not been paid - up till now-the adequate care and attention, which support their gifts, and help to highlight, and benefit from them. The results of such a research are considered from factors which facilitate the access for educators and those concerned with the gifted including these students. It serves to take advantage of their abilities, work on their development, improvement, and guidance.

Research problem:

There is no doubt that the goal of any society is prospecting for the gifted, developing their talents, and improving the quality of life for these individuals, especially those with disabilities. Bearing in mind that being gifted, they constantly need, like their normal peers, to be discovered, identified, provided with the detection methods, and provide appropriate auspice for their abilities and potential due to its positive impact on the quality of life, sense of happiness, satisfaction, mental health, and the positive self concept.

Despite the growing interest in improving the quality of life for the disabled in general; the goal is still unclear, especially in the way it is achieved for the deaf, in particular, as we find them suffer from a decline in the quality of life. So many studies have confirmed the low quality of life for the hearing-impaired, which results in many problems, such as anxiety, social isolation, loneliness, loss of life meaning, in addition to the lack of social relationships, and emotional imbalance. (Abdul-Rahman, 2008). It is needless to say that individuals with hearing impairment have a unique psychological profile which distinguishes them from other normal ones, and also from other special needs categories, which is why they tend to be isolated individuals from those who hear, whom they cannot understand. They are the majority who are not fluent in the dealing language with deaf people. Hence, it is not surprising that they tend to take up professions, which do not require a lot of social communication such as carpentry, blacksmithing, manual crafts, and other crafts (Al-Rousan, 1989). At the same time, many studies and foreign

researches, such as the study of Hampton (1999) confirmed that the degree of disability, individual incompetence, and social support, are vital parameters to the quality of life of those with disabilities. "Limburg study (1995) concluded that there is a positive significant relationship between the hearing disability and social interaction. At the same context, the study of "Dalton and his colleague (2003) proven that individuals with medium - profound hearing loss lack the daily living activities.

For all these reasons, the role of giftedness is manifested as its development helps to develop social interaction skills, reduces the isolation experienced by deaf, lowers their being self-centered and their low self-esteem. In this way, life will be meaningful for them. Some studies, such as (Berg 2005; Abdel-Qader 2005) have concluded that disabled life quality can be improved through the provision of some programs, that serve to increase their participation in daily life activities, as well as qualifying them for the acquisition of special skills, to lessen the impact of disability.

So, we can say that encouraging and nurture talent of the deaf, serves to reduce the negative effects for the surrounding social environment in general, and the coexistence and satisfaction of the deaf with his disability, in particular. The gift also works on communication development, social support and cognitive reconstruction. It positively contributes to improving the quality of their lives, ease their integration into society, in addition to being able to get over their problems, and psychological negative behaviors in their lives, such as the tendency to isolation, anxiety, etc.

As far as researcher knows, there no previous study was conducted on the quality of life, and self concept for the gifted deaf. Therefore, it has become necessary to highlight the study dimensions i.e. quality of life, and self concept for the gifted deaf. Realizing how urgent the need is to address this issue, the present study research is conducted to emphasize its importance. Henceforth, the research problem, can be summed up in the following question:

- **Is there a statistically significant effect of being gifted on quality of life, and self concept at the sample of gifted deaf students?**

This question branches into several sub questions as following:

- 1- Are there statistically significant differences between the gifted deaf students and their non- gifted deaf peers in quality of life?
- 2- Are there statistically significant differences between the gifted deaf students and their non- gifted deaf peers in self concept?
3. Are there statistically significant differences between male and female

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- gifted deaf students in quality of life?
4. Are there statistically significant differences between male and female gifted deaf students in self concept?
 5. Is there a relationship between the quality of life, and self concept for the gifted deaf students?

Research purpose:

This research aims at identifying the impact of giftedness on the quality of life and self concept of deaf students, illustrated through:

1. Identifying differences between the sample of gifted deaf students and their non-gifted peers in the quality of life, and self concept.
2. Identifying differences between gifted deaf male and female in quality of life and self concept .
3. Identification of the nature of the relationship between quality of life, and self concept.

Research importance:

This research importance stems from the importance of category it covers as it focuses on the gifted deaf, has received little attention in the Arab research literature and have not been paid the due attention at the Arab level. The research has been conducted as an attempt to identify this category, foster them, and investment their capabilities so that we can establish the educational and guidance programs necessary for their development and their improvement.

Thus, the practical importance of this research is based upon the importance of dimensions which it deals with, namely the quality of life, and self concept for the gifted deaf. Since it has new positive implications, we draw the attention of all those concerned to a reality that was not investigated before, that positively influences students study sample, on which the research is being conducted on both sexes. Not only does the research examines them, but it also tackles its effect on relatives and other members of society. This study seeks to shed light on this category, and encourage them to manifest their gifts, which leads to reducing the negative effects of their disability, and work to develop and nurture their gifts within the framework of attention-from us-to their strengths, consequently, accelerating their social interaction and integration. In addition, this study seeks to enrich the Arabic library with the self concept scale, and life quality scale, for the gifted deaf category.

Research Procedural concepts:

-Gifted Deaf Life Quality:

It is defined by the researcher as "the gifted deaf 's feeling satisfied with life, and understanding oneself, his abilities, personal characteristics, which distinguish him from other peers, such as ambition, content, happiness, self-acceptance, social interaction, and realization of different dimensions of life, including family and school, so as to achieve harmony and balance. The quality of life can be procedurally defined as:" the degree obtained by the subject at life quality scale for the deaf that is used in present research. "

-Self concept:

The researcher defines the self concept for the deaf " is formed by the interaction between social, academic and physical, characteristics, that reflect his self-realization and acceptance" It is also procedurally defined as: "the degree obtained by the subject at the self concept scale used in present search."

- Gifted deaf:

The researcher defines the gifted deaf as: " those students, who have lost hearing sense totally, while they enjoy the capacities and potentials that enable them to conduct high-level, performance in a given area. He is characterized by surpassing the set standards for his peers, from normal deaf."

Theoretical Framework :

The past two decades have witnessed a remarkable trend for most of the world countries, including Egypt, towards increased attention to the gifted category from those with disabilities, including the gifted deaf. This is evident in the keenness of these countries to provide all the modern technological tools and methods, in order to create an environment that helps them learn, acquire knowledge, in addition to their reintegration and empowerment within communities, resulting in improved quality of life.

Statistics conducted out in developed countries have indicated that among every (2500) of the population, there is probably a deaf person, or (4) persons per 10,000 (Fahmi, 2007). Gamble (1985), study results indicated that there are an estimated 4.2% rate of talent among students with audio impairment, however, the rate of those enrolled gifted deaf in about (16) special programs for the dual exceptionalities is only about 15%.

Hearing disability is one of the factors that have negative personal

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consequences on the disabled personality that cripple his ability to social adaptation. Thus, impairs his self-esteem and abilities based on his beliefs concerning his disability, and its impact on life.

Al-Qoraity (2001) contends that those with hearing impairment are more prone to psychological pressure, and low self concept as a result of the difficulties they face in expressing themselves. Scientists have addressed the importance of self concept for the psychological development of special needs category as it represents the cornerstone of the formation of their personalities, and an indication of a psychological health (Rushdie, 2007).

- self concept:

Hearing disability leads to delaying the formation of the self concept compared to his normal peer (Al-Aqabawy, 2010). Qandil (2000) clarifies that the society low expectations for the role of hearing handicapped, in turn reflects on his self image, reduces self-esteem, and makes him subject to feelings of inferiority, deficiency, and withdrawal. Since society is naturally determines the expectations of the disabled, the disabled person is committed to this role, satisfying and identifying himself with that role. Dugan (2003) emphasizes that low self concept for the hearing-impaired results from the belief that other people have negative feelings and ideas, which in fact does not exist. Both Daoud and Hamdi (1997) indicate that the self concept, is influenced by others' assessments of the individual, particularly the main role players in his life, through social interaction with them processes. There are two types of factors leading to the formation of high or low self-esteem:

Type I: factors relating to the individual himself; it has been proved the individual's self-esteem is determined by freedom from anxiety, emotional instability, meaning that if an individual enjoys psychological health, it leads to normal development, consequently high self-esteem. Contrarily, If an individual is unstable and anxious the concept about himself is low, thus decreasing itself-esteem.

Type II: factors relating to the external environment, related conditions of socializing, individual raising circumstances, as well as the type of breeding, including:

- Is he allowed to participate in family matters?
- Does he decide for himself what he wants?
- Is the opinion of family towards the person's friends welcoming or hostile?

To sum up; the more the answer to these questions is objective, the higher

degree of self-esteem (Fahmi & Al Qattan, 1979).

Hanafi (2010) defines the self concept as: "holistic vision, reflecting individual's perception of oneself, that is formed through the interaction between the individual and his environment, which enables him to formulate an image of oneself, and to what extent he accepts it. the self-image can either be physical or social. The former is the individual's concept of his body and appearance. The latter is the individual's concept of himself, formed via relationships with others, his prestige and role in the interaction with them". Abdul-Fattah and Hussein (2006) proposes that there are many factors affecting the individual's self-esteem. Some of them are related to the individual himself, e.g., abilities, aptitudes and opportunities that can be seized to achieve his interest. Others are related to the external environment, individuals who deal with them. If the environment provides the individual with domain to build, produce and create, it fosters increasing self-esteem. On the contrary, if the environment is frustrating, and obstacles the individual, he cannot make use of his abilities, aptitudes, and cannot achieve his aspirations, the individual self-esteem is down. Accordingly, development of self-esteem, is not affected by environmental factors and situations only; but it is affected by permanent factors such as individual intelligence and personality attributes, his age and education.

-Quality of life:

Iraqi (2006) defines the quality of life, as "individual's awareness of achieving balance between physical and psychological, and social dimensions to achieve satisfaction, and enjoyment, and positive existence in life. The quality of life reflects, psychological harmony, as the result of daily living conditions of individuals, and the self-perception of life. As for UNESCO, it defines the quality of life as a comprehensive understanding of all dimensions of life as perceived by individuals. This concept extends to physical gratification for basic needs, and moral gratification, which fulfils psychological balance, via their self-realization. Thus, the quality of life combines objective conditions and subjective components (Al-ashwal, 2005). Shalok (2004) stresses the dissemination of the concept of quality of life, and that it is a realistic, achievable objective for all individuals with disabilities. This may lead to overcoming the obstacles and difficulties, and lessens some contradictions between the individual and his environment. It also serves to improve the quality of life. Through the acquisition of different skills via appropriate training, and preparation of programs, the deaf can develop and discover his latent potential talents. Some studies have confirmed, there is no

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relationship between auditory disability and low mental capacity for the individual, despite the negative impact of audio disability. However, this disability may prevent early prospecting of the deaf gift (Najjar, 2010).

It is noteworthy that a disabled person perception of life quality is associated with a set of personal, social and cultural dimensions. Numerous studies have been conducted on disabled persons, of different age groups, to identify the parameters of life quality, in addition to the independence the disabled enjoys in his life. At the same context, Hoff (2002) concluded that the disability and the surrounding circumstances can affect the perception of the quality of life for the disabled persons, and this was confirmed by Good (1994) who pointed out that disabled people are involved in craving to engage in their community, to live independently, to be seen and treated as adults, hold occupations and to raise families like normal peers. All these factors determine in one way or another, the quality of life for them.

Donvan (1998) clarifies that quality of life, includes physical functions of completing daily activities, as well as the psychological functions of ideas and the emotions, social and environmental activity, and being satisfied with life in general. Accordingly, the researcher believes that the disabled sense of, inferiority, inadequacy, and low self concept, is mainly due to the environment that surrounds him since birth, upbringing methods. Therefore, this environment is more worthy of care and intervention, to convert the trends of parents, family members, and those surroundings towards the disability and the disabled. As (Gadhafi, 1994) stated, the self concept of the disabled, is the output of many dimensions. It is achieved as a result stemmed from a person's existence as a member of the community, whose identity is affected by the people around him. Once there is a social interaction, through the exercise of the activities, hobbies, their unique skills, it reinforces the formation of the positive self concept.

Both Thomas and Wegilhom state that 19% of the hearing-impaired, can also be classified in the category of psychologically troubled as they have several characteristics, including: unhappiness at work, changing the profession as a result of the hearing-impairment, loneliness, lack of satisfaction with life and marriage, the feeling they are on the verge of nervous breakdown, or dissatisfaction that hearing-impaired immature life (In: Majid, 2008).

-Gifted deaf:

Al-Qoraity (2001) defines the deaf as " those who cannot make use of

hearing sense in normal life purposes, whether they are born completely deaf, at a degree of inadequate speech understanding".

The deaf is a person who suffers from hearing loss at a rate of more than 90 DB, which hinders him from making natural response, for educational, social purposes within his audio environment, without using communication methods, namely: finger spelling, sign language, lip reading, and overall communication (Hanafi, 2007).

Giftedness can also be defined as: complex attributes that qualify the individual for high achievement on some of skills and jobs. The gifted individual is the one who possesses the instinctive readiness, whereas appropriate environment has the main impact in refining it. That is why the is often expressed in a specific domain, such as music, poetry, or painting, or otherwise. Thus, if the gifted deaf is the one who has the power and potential to perform at a high level, in a specific area, or more (Ahmed, 2009).

The term "gifted deaf" refers to the gifted individual, who belongs to audio disability category, and yet, these gifted individuals suffer from disability. They are frequently called Dual Exceptionality

The gifted deaf is the one whose performance surpasses the established standards for his peers. (Belcastro, 2004). The gifted deaf has unique characteristics including:

- He thinks differently.
- He is characterized with deep ideas.
- He always asks and inquires.
- He enjoys a sharp imagination.
- He has abundant energy and activity.
- He enjoys higher achievement than the others, whether creative or artist, he is distinguished with one of the areas of specialization.
- That he has the ability lead others.
- He is very sensitive in terms of emotional characteristics
- He is more self-confident compared with his peers.
- He has strong ethical standards.
- He feels sad for the world events around him.
- He permanently searches for the meaning of life.

Given the multiplicity of gifted deaf needs, he is in need of educational service, and special activities that formal education does not meet numerous requirements, the gifted deaf, may suffer some things peculiar to him exclusively, like:

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- Poor communication skills has compared to the normal gifted.
- Dependency; Hesitance in decision-making.
- The gifted deaf suffers from some social problems, emotional, and behavioral problems, especially hyper movement.
- Exposure to many pressures, either from peers, family, or community; Suffering from learning difficulties.
- The gifted deaf often tends to individual work (Mohammed, 2005).
- The gifted deaf often innovates and excels in some areas, such as; painting, other non-verbal activities or drawing that do not require communication, or cooperation with others (Gregory & Hindley, 1996); Suffering from difficulty in detecting his gift latent dimensions (Bazah, 2003).

Since the individual deaf has many needs, like others, it is necessary for him to render services to the community in which he lives, whenever the deaf is benefit and excel, he must be qualified and developed towards excellence. Thus the need, to prepare an appropriate educational environment emerges as the positive self concept for the individual stimulates him to bear the consequences of his disability, and loss of hearing, to have a positive view of life, a greater degree of commitment, participation, intervention, and defend his existence, and rights. Whereas the negative self concept harms psychological and mental health, results in low self- esteem, not to mention, isolation and depression (Lopez & Cordoba 2006).

Obaid (2010) states that the audio disabled child has the ability to acquire a number of experiences, which can be the average person can possess, and equalizes in a number of activity dimensions, if he is provided with the appropriate environment that is rich in stimuli, which push him to learn". Hunt and Marshall (1995) assume that the high level individuals at social skills leads to improving and enhancing the quality of life. They include participation in talk, and its continuation, use appropriate communication methods, interrogate for comprehension, demanding one's rights in a polite, spree, commend the behavior of others.

Literature Review:

Below some Arab and foreign studies that the researcher has discovered in this research area:

I- Studies on quality of life:

A lot of studies conducted on audio-impaired persons from different age groups proved that they suffer from low quality of life, as a result of

suffering from psychological and social problems that directly and negatively impact the quality of their lives, like the study of Magilvy (1985), which indicated that individuals infected with late deafness, have low awareness of the quality of their lives. In addition, the study of Mulrow et al., (1990) denoted that there is a close correlation between auditory disability; different parameters of the quality of life for adults, such as the emotional and physical function disorders. The study also concluded that the hearing disability individual awareness, for the quality of life is associated with a set of personal, social and cultural dimensions.

Bakhsh (2006) has conducted a study that aimed at detecting differences in quality of life between the visually impaired, and normal people in Saudi Arabia with the aim of identifying the relationship between quality of life and self concept for the normal people and those visually disabled. The study sample consisted of (50) visually disabled, and (50) from normal ones, aged 15-18 years. Applying the quality of life and self concept scales, the study results proved that there are statistically significant differences in life quality scale between the normal people and those visually disabled, in favor of the normal ones. Abdul-Rahman (2008) conducted that targeted identifying the components of life quality, methods of measurement, factors influencing it, the impact of audio disability on them, identifying strategies for hearing-impaired coexistence of with them, and methods to improve their levels after the application of the life quality scale. The study results found that there were statistically significant differences between the categories of the audio-impaired, in terms of their ability to improve their lives quality, in favor of groups at least audio-impaired.

II- studies on deaf self concept:

Some studies concluded that the deaf have low self concept compared with hearing people. These studies include that of (Teri, 2002) which sought to identify the relationship between hearing disability and the self concept. The sample consisted of (115) students. The results indicated that there was inverse correlation between self concept and hearing - disability. The study of (Yetman, 2000) compared the self concept, between two groups of hearing-impaired students. The sample consisted of both (15) students groups of the hearing-impaired and normal students. The study concluded that the self concept is low for the hearing disability compared with the normal ones. Conyer (1993) also conducted a study with the aim of identifying the factors that contribute to social acceptance, and the self concept, necessary to achieve academic success among normal students, hard of hearing, and deaf. The study sample consisted of (25) students from the normal, (5) deaf students, as well as (5) hearing-impaired students, aged

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between 13-17 years. Using (Vaniland) scale for adaptive behavior, and scale (Bayer-Harris) scale for the self concept and, peer assessment scale, the study concluded an inverse relationship between the deaf and hard of hearing students' self concept, and their acceptance by deaf and hard of hearing peers. It also concluded that social acceptance of deaf students, may be more affected by sex than their normal peers which is attributed to the normal males acceptance to the female deaf and hard of hearing is at a rate greater than that of deaf males. The study also indicated a positive correlation between normal students, deaf, hearing-impaired on the self concept scale, and perception of social acceptance. Both (Kyle & Wood, 1995) conducted a study that aimed to identify some functional manifestations, for acquired hearing deficiency, in terms of adaptation, and attitudes towards their jobs. The sample consisted of (105) deaf people aged between 25-55 years. The study indicated their job satisfaction, as well as a high level of anxiety. It also found out that the quality of professional life, is affected by difficult working conditions, particularly in the problems arising from collective activities.

III- Studies on Gifted Deaf:

McCay and LaFalce-Landers (1993) conducted a longitudinal study, on, deaf, hard of hearing and mentally gifted(57) students, in educational, professional, and psychological health fields. The study indicated that 39% of the sample, suffering from psychological disorders, requiring therapeutic intervention, and that 43% of them have graduated from 4-year Faculties, while 33% of them were working in supervisory and professional fields: (Grimm, 1995) conducted a study that targeted identifying the basic principles for programs rendered to the gifted in Minnesota serving disabled and gifted students and sought to explain how a gift accompanied disabilities. The study sample was composed of (59) students referred to special education programs, and (59) students referred to the gifted programs. Students were selected through a survey of all schools where there are sections for special education of the disabled as well as sections for gifted students. The results indicated that 97% of supervisors, pointed out the necessity to integrate disabled and gifted students to the normal students' programs. Furthermore, these students were nominated to participate in gifted programs, according to their achievements, either at capacity tests, occupational tests, or teachers' estimates, or parents acceptance to them. Both Vialle & Paterson (1998) search Case studies based on interviews with gifted deaf adults reported a common frustration with schooling, a reluctance to be double-labeled as gifted and deaf, recognition of the importance of a supportive home environment and positive socialization experiences and identify with the deaf community as a critical factor in personal success. Results have implications for identification and educational services.. Baker, (1985) conducted a detailed explanation, and descriptive tests for the

features of (30) gifted deaf students. It concluded that the group is characterized by curiosity, readiness, and superior memory, careful observation, accelerated learning, commitment to the task in self-identification projects, interest in the riddles and mazes, early development of coordination, strength and agility. Hanafi (2010) concluded that the gifted people with audio disabilities have superior mental capabilities, or unusual gifts in one of the talent areas, broad interests, involvement in student activities, distinct memory, curiosity, and high performance manual and verbal continuation and efficient written communication skill.

It is clear from foregoing that scarce studies dealt with the importance of the quality of life, and self concept for the deaf in general, and the gifted in particular, despite the importance of studying these dimensions. Hence, this study focuses on examining the quality of life, and self concept, the gifted deaf.

Research hypotheses:

In light of the theoretical review of research literature, including theoretical framework, and previous studies, research hypotheses can be formulated as follows:

- First:** there are statistically significant differences between means of gifted deaf, and non-gifted deaf on quality of life scale in favor of gifted deaf.
- Second:** there are statistically significant differences between means of the gifted deaf, and non-gifted deaf on the self concept scale in favor of gifted deaf.
- Third:** there are statistically significant differences between means of the male and female gifted deaf on the life quality scale.
- Fourth:** there are statistically significant differences between means of the male and female gifted deaf on the self concept scale.
- Fifth:** there is a positive significant correlation between gifted deaf degrees on self concept scale and their degrees on quality of life scale.

Methodology: Descriptive method was used for it fits the research nature and goals.

- Population:

Population is Al Amal School for deaf and Hard of hearing, Mansoura, Dakahlia Governorate, Arab Republic of Egypt. The school contains preparatory vocational stage with (8) classrooms combining (125) students and secondary (technical) stage that includes (8) classrooms with their (106) students. The school also has five sections: three for male:

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carpentry, ornament, and computer, and two female sections; namely: embroidery , garments. Each section is equipped with a special laboratory. Education language is the sign language, and objects, geometric shapes.

Participants:

Participants were (54) male and female students who are enrolled in preparatory (vocational) and secondary (technical) stages, for the second semester, academic year (2010/2011) as follows; (27) ordinary deaf, (27) gifted deaf (18) males, (9) females students who were intentionally selected for their creative production, special gifts. They are already classified in school record as technically or sports gifted, ranging between (12-22) Year, with a median age of (17.63) years, as shown in table (1):

Table (1)
Participants description according to gender, age and type of gift (n = 54)

| Gifted Deaf | | | |
|-------------------|----|-------|--|
| Gender | N | Age | Type of Gift |
| Male | 3 | 15-18 | Sport (football) |
| Male | 3 | 14-17 | Sports (volley and basket ball) |
| Male | 4 | 16-22 | Sports (athletics) |
| Male | 2 | 16-18 | computer (programming) |
| Male | 3 | 16-18 | Art (formative) |
| Male | 3 | 14-18 | Art (acting and mimicry) |
| Female | 4 | 12-16 | Art(theatrical performance-music playing-acting) |
| Female | 5 | 17-22 | Art (embroidery-drawing on glass-hand crafts-carving work) |
| Total | 27 | | |
| Non – Gifted Deaf | | | |
| Gender | N | Age | |
| Male | 18 | 14-22 | |
| Female | 9 | 12-22 | |
| Total | 27 | | |

Instruments:

1: Gifted Deaf Life Quality Scale: Developed by the researcher. (Appendix.1), This scale aims at identify the quality of life among deaf students; the scale was based on previous similar instruments on quality of life, especially among deaf, such as, Quality of life scale for adolescent deaf and hard of hearing (In: Patrick, 2010) it consist of 60 item, distributed as shown in table (2):

Table (2)
Description of deaf life quality scale.

| Scale Dimensions | Phrases No. | Negative Phrases No. |
|----------------------|-------------|----------------------|
| Overall satisfaction | 1-12 | 7-8-9-10 |
| Social interaction | 13-30 | 22-23-24-25-26-30 |
| School life | 31-40 | 40 |
| Family life | 41-49 | 43-44-45-46-48 |
| Self acceptance | 50-60 | |

- Validity:

- A- Arbitrators' validity: the scale was presented to arbitrators professors specialized in mental hygiene, giftedness and special education; to judge the scale items validity of quality of life. Agreement rate on the scale terms reached 90%; indicating scale virtual validity.
- B- Criteria Validity: validity of the criteria was calculated via scale application on a class by the sign language teacher on a sample of 50 deaf students aged between (12-22), and then the correlation coefficient between the current scale degrees, and degrees of the same sample quality of life scale was calculated (Hassib, 2003). The value of the correlation coefficient was (0.82), a statistically significant at the level (0.01).

- Internal consistency: correlation values between the dimensions themselves and the total value of scale. This is illustrated by table (3):

Table (3)
Person correlation values between scale dimensions and the total degree.

| Scale Dimensions | Total Degree | Overall Satisfaction | Social Interaction | school life | family life | Self acceptance |
|----------------------|--------------|----------------------|--------------------|-------------|-------------|-----------------|
| Total degree | --- | --- | --- | --- | --- | --- |
| Overall Satisfaction | 0.905 | --- | --- | --- | --- | --- |
| Social Interaction | 0.888 | 0.787 | --- | --- | --- | --- |
| school life | 0.858 | 0.737 | 0.701 | --- | --- | --- |
| family life | 0.765 | 0.668 | 0.635 | 0.538 | --- | --- |
| Self acceptance | 0.912 | 0.772 | 0.757 | 0.702 | 0.618 | --- |

all correlation values form a statistically significant, at level of (0.01)

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- Reliability:

Scale reliability was estimated through the Test- retest on the same standardization sample with a one week interval. The correlation coefficient value was (0.84). Scale reliability was verified also by using equation (Alpha-Cronbach).Table(4) exhibits reliability values.

Table (4)
Alpha reliability co-efficient values of the scale dimensions and total degree.

| Dimensions | values |
|----------------------|--------|
| Overall Satisfaction | 0.780 |
| Social Interaction | 0.739 |
| School life | 0.878 |
| Family life | 0.613 |
| Self acceptance | 0.815 |
| Total score | 0.898 |

The foregoing clarifies that the scale can be dealt with in an adequate degree of reliability. The scale consisted of (60) item, participants were asked to respond to each item on 3 point scale from 3 (always) to 1 (rarely). Yet if answered to the reverse phrases. A total score reflecting level of the quality of life for deaf.

II: Self Concept Scale for Gifted Deaf: Developed by the researcher (Appendix, 2): This scale aims to identify self concept for gifted deaf students. the scale was based on previous similar instruments on self concept scales for the deaf, like, (Al-Harbi, 2003), (Rushdi, 2007); it consisted of (23) item, referring to, academic self concept, (9) phrases, represented by the numbers (1-9), the concept of social self concept, (8) phrases, represented by the numbers(10-18) and physical self concept, (6) phrases, represented by numbers (19-23). participants were asked to respond to each item on (Yes) or (No). If the response is yes, they gets(2) points, if no, they gets (1) points. A total score reflecting level of Self Concept.

- Validity:

- **Criteria Validity:** validity correlated with criteria was calculated at the previous standardization sample where the self concept scale for the deaf used in the current study was applied, as well as self concept scale for the deaf prepared by (Al-Harbi, 2003) and correlation coefficient value of total degrees for the scales was (0.899) a statistically significant at a level (0.01).

-**Internal Consistency:** scale was applied through the sign language teacher on a sample of (50) deaf students aged (12-22) years, and correlation coefficient values, between the scale dimensions and the total degree, were

calculated as shown in table (7):

Table (7)
Correlation values, between the dimensions and the total degree.

| Dimensions | Academic self concept | Social self concept | Physical self concept | Total degree |
|-----------------------|-----------------------|---------------------|-----------------------|--------------|
| Academic self concept | ----- | 0.544** | 603.0** | 699.0** |
| Social self concept | ----- | ----- | 495.0** | 666.0** |
| Physical self concept | ----- | ----- | ----- | 735.0** |

** statistically significant at the level (0.01)

It is clear from the above-mentioned that all co-efficient correlation values are statistically significant at a level (0.01), which demonstrates that the scale has a high degree of internal consistency.

Reliability:

- A- Test- retest: the scale constancy was estimated via the scale test-retest on the same standardization sample with a one week interval, and the value of the correlation coefficient was (0.744)
- B- Alpha constancy: the scale constancy was verified by using Alpha Cronbach equation on standardization sample of codification. Table (8) illustrates constancy coefficient values.

Table (8)
Alpha Cronbach values of self concept scale dimensions and total degree.

| Scale Dimensions | Academic self concept | Social self concept | Physical self concept | Total score |
|------------------------------|-----------------------|---------------------|-----------------------|-------------|
| Constancy coefficient values | 0.791 | 0.636 | 0.798 | 0.811 |

Results and discussions :

- To verify first hypothesis, which states that "there are statistically significant differences between means of gifted deaf, and non- gifted deaf on quality of life scale in favor of gifted deaf". The researcher used (Mann-Whitney) test for two independent samples. Table (9) shows these results:

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Table (9)

(U) value and its statistical significance between the means of deaf students (gifted-non-gifted) on the quality of life scale

| Scale Dimensions | Sample. | N | Means | Total score | (u) value | Value(z) | Significance level |
|----------------------|-----------------|----|-------|-------------|-----------|----------|--------------------|
| Overall Satisfaction | Gifted deaf | 27 | 33.80 | 912.50 | 194.50 | 2.978 | 0.01 |
| | Non-gifted deaf | 27 | 21.20 | 572.50 | | | |
| Social Interaction | Gifted deaf | 27 | 34.48 | 931.00 | 176.00 | 3.287 | 0.01 |
| | Non-gifted deaf | 27 | 29.52 | 554.00 | | | |
| School Life | Gifted deaf | 27 | 35.26 | 952.00 | 155.000 | 3.755 | 0.01 |
| | Non-gifted deaf | 27 | 19.74 | 533.00 | | | |
| Family Life | Gifted deaf | 27 | 36.67 | 990.00 | 117.000 | 4.334 | 0.01 |
| | Non-gifted deaf | 27 | 18.33 | 495.00 | | | |
| Self Acceptance | Gifted deaf | 27 | 30.57 | 825.500 | 181.500 | 2.468 | 0.01 |
| | Non-gifted deaf | 27 | 24.43 | 559.50 | | | |
| Total Degree | Gifted deaf | 27 | 35.63 | 962.00 | 145.00 | 3.802 | 0.01 |
| | Non-gifted deaf | 27 | 19.37 | 523.00 | | | |

As shown in table (9) there statistically significant differences between gifted and non- deaf students at the all dimensions, namely: overall satisfaction, interaction, school life, family life, self acceptance and also in total degree in favor to gifted deaf students.

This finding can be explained in the light of that giftedness enhances communication development of, increased social interaction skills, family and school interaction. It also helps to reduce isolation and anxiety suffered by deaf, reduce being self-centered, overcome problems and psychological negative behaviors, and highlight the meaning of life for them. It helps cognitive reconstruction which contributes positively to increase deaf 's feeling of happiness, satisfaction with their lives, the high quality of life, and eases their integration into society. This is consistent with what was indicated in some studies, like, (Berg, 2005) and (Abdel-Qader, 2005) which concluded that the quality of life of disabled persons can be improved, through the provision of some programs which serve to increase their participation in daily life activities, as well as qualifying them to acquire special skills, to limit the disability impact.

- To verify the second hypothesis, which states that "there are statistically significant differences between means score of the gifted deaf, and non-gifted deaf on the self concept scale in favor to gifted deaf". The researcher used (Mann-Whitney) test for two independent samples and table (10) shows The results:

Table (10).
(U) value and its statistical significance between means score of deaf students (gifted-non-gifted) on the self concept scale.

| Scale Dimensions | Sample | N | Means | Total score | (u) value | (Z) value | Significance level |
|-----------------------|-----------------|----|-------|-------------|-----------|-----------|--------------------|
| Academic self concept | Gifted deaf | 27 | 38.67 | 1044.00 | 63.00 | 5.280 | 0.01 |
| | Non-gifted deaf | 27 | 16.33 | 441.00 | | | |
| Social self concept | Gifted deaf | 27 | 38.65 | 1043.50 | 63.50 | 5.345 | 0.01 |
| | Non-gifted deaf | 27 | 16.35 | 441.50 | | | |
| Physical self concept | Gifted deaf | 27 | 38.31 | 1034.50 | 72.50 | 5.134 | 0.01 |
| | Non-gifted deaf | 27 | 16.69 | 450.50 | | | |
| Total Degree | Gifted deaf | 27 | 39.15 | 1057.00 | 50.00 | 5.488 | 0.01 |
| | Non-gifted deaf | 27 | 15.85 | 428.00 | | | |

As shown from table (10) that there are statistically significant differences between the gifted and non-gifted deaf students in academic, social and physical self concept and total scale degree, in favor to gifted deaf, This result is attributed to self concept, which determines the nature of the relationship between deaf and himself, with others, thus leading to adjust oneself and with others. Given the existence of a supportive school environment for the gifted, as the school provides care and appropriate educational programs to highlight the role of giftedness, this leads to self-confidence development, and contributed to their feeling of importance, professionalism, self-respect, and appreciation for themselves and a concept of positive. This result also can be interpreted in light of the fact that competitions and engagements and social activities, social interaction, and positive social experience are from the factors that make gifted deaf feel highly appreciated due to his achievements, excellence, and that has something to offer to others. This is consistent with what the (Gadhafi, 2000) stated about the concept of the individual of himself as it is formed by personal relations with others. Man tends to compare himself with those around him, if this relationship is positive, he is positively estimated, contrary to negative relationship.

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-To verify the third hypothesis, which States that "there are statistically significant differences between means score of males and females gifted deaf on quality of life scale", the researcher used (Mann-Whitney) for two independent samples as shown in table (11):

Table (11)
(U) value and its statistical significance between the means score of gifted deaf students (males-females) on the life quality scale

| Scale Dimensions | Gender | N | Means | Total score | (u) value | (z) (value) | Significance level |
|----------------------|--------|----|-------|-------------|-----------|-------------|--------------------|
| Overall satisfaction | male | 18 | 16.11 | 290.00 | 43.00 | 1.971 | 0.05 |
| | female | 9 | 9.78 | 88.00 | | | |
| Social interaction | Male | 18 | 16.31 | 293.50 | 39.50 | 2.144 | 0.05 |
| | Female | 9 | 9.39 | 84.50 | | | |
| School life | Male | 18 | 16.28 | 293.00 | 40.00 | 2.136 | 0.05 |
| | Female | 9 | 9.44 | 85.00 | | | |
| Family life | Male | 18 | 16.25 | 292.50 | 40.50 | 2.092 | 0.05 |
| | Female | 9 | 9.50 | 85.50 | | | |
| Self acceptance | Male | 18 | 13.22 | 238.00 | 67.00 | 0.737 | Non-significant |
| | Female | 9 | 15.56 | 140.00 | | | |
| Total degree | Male | 18 | 16.06 | 289.00 | 44.00 | 1.986 | 0.05 |
| | Female | 9 | 9.89 | 89.00 | | | |

As shown from table (11), that there are statistically significant differences between gifted deaf students (males - females), in the following dimensions of quality of life: overall satisfaction, social interaction, school life, family life as well as the overall scale in favor to deaf males. This can be explained by the fact that males have multiple opportunities to practice different kinds of sports activities, participation in competitions, and developing their gifts. Males have a greater degree of interaction and social acceptance than their female peers. This agrees with (Mohammed, 1998) study, which showed differences in statistical significance in social acceptance in favor of male deaf; leading to increased male sense of quality of family and school life, and overall satisfaction. Meanwhile, we do not find statistically significant differences between male and female gifted deaf in self acceptance dimension. This is attributed to the gift that helps increase self acceptance, sense of self-appreciation merit, competence, confidence, and success among both sexes.

- To verify a fourth hypothesis, which States that " there are statistically significant differences between means of the male and female gifted deaf on the self concept scale. The researcher used (Mann-Whitney) test for two independent samples, and table (12) shows the results.

Table (12)

(U) value and its statistical significance between the means score of gifted deaf students (males-females) on the self concept scale

| Scale Dimensions | Gender | N | Means | Total score | (u) value | (z) value | Significance level |
|-----------------------|--------|----|-------|-------------|-----------|-----------|--------------------|
| Academic self concept | male | 18 | 18.28 | 329.0 | 4.000 | 4.091 | 0.01 |
| | female | 9 | 5.44 | 49.00 | | | |
| Social self concept | Male | 18 | 17.67 | 318.00 | 15.000 | 3.825 | 0.01 |
| | Female | 9 | 6.67 | 60.00 | | | |
| physical self concept | Male | 18 | 17.89 | 322.00 | 11.000 | 3.701 | 0.01 |
| | Female | 9 | 6.22 | 56.00 | | | |
| Total degree | Male | 18 | 18.25 | 328.50 | 4.500 | 4.19 | 0.01 |
| | Female | 9 | 5.50 | 49.50 | | | |

Table (12), proves that there are statistically significant differences between gifted deaf students (male and female), in all dimensions of the self concept scale, and total scale, in favor to gifted males. This results can be interpreted in the light that school and community provide the gifted male domain to innovate produce, create. So, the gifted male can make use of their abilities and aptitudēs, to āchiēve their aspirations through school services and programs through social and material support provided to them. and their participation in sports competitions, art exhibitions, social events, and adopting creative production, which supports their gift, and contributes to increasing communication and integration into society. It improves their perception about; their academic, social, and physical self concept. They feel power, competence and trustworthiness, which confirms that the quality of life and happiness arise from productive life. At the same time, we can see low self concept for gifted deaf females compared with males. This result can be interpreted as females are still marginalized group of society, and have not gained equal care of those around them. we find that the school-for example- contain five sections, three for males i.e. carpentry, decoration, and computer, while there are two for females: embroidery and clothing. As noted in the research sample, there is low number of gifted female (9), compared with males (18). This shows that females still need more encouragement and care to detect giftedness, provide more services and appropriate educational and training programs; increase their communication, and participation in classroom and extra-curricular activities; contributing to improve their self concept.

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- To verify the fifth hypothesis which States that "there is a positive significant correlation between gifted deaf degrees on self concept scale and their degrees on quality of life scale", the researcher used (Pearson - Correlation), as shown in table (13).

Table (13)
Pearson - correlation values between gifted deaf on
life quality and self concept scales

| Scale | Correlation value | Significance level |
|--------------|-------------------|--------------------|
| Life quality | 0.844 | 0.01 |
| Self concept | | |

Table (13) shows that there is a significant positive correlation between the gifted deaf degrees on both the self concept and quality of life scales which suggests a correlation between the quality of life and self concept. This can be explained by the fact that the quality of life and happiness are achieved by the deaf via self- realization, feeling of one's potentials, distinction and superiority over his peers investigating itself, and its capabilities and its uniqueness, and superior to his peers. Thus, he becomes more jovial, more able to deal effectively with the community, and share quality relationships with others. Consequently, the positive attitude towards oneself, is a significant indicative for the quality of life, which in turn is closely linked to his personality integration and adjustment.

Recommendations:

In the light of research results, the researcher recommends by :

1. Increasing attention to the gifted deaf, especially females, and providing them opportunities to discover, highlight, and make the optimum use of their gifts.
2. Design the appropriate measurement tools for early detection of gifted disabled to foster and develop their abilities.
3. Establishment of equipped and specialized educational and training institutes are; for qualifying and rehabilitation and of gifted deaf, depending on their gifts, after the academic stage and throughout work via continuous training.

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جودة الحياة ومفهوم الذات

لدى عينة من الطلاب الصم الموهوبين

إعداد

منى فوكل السيد

أستاذ التربية الخاصة المساعد - قسم العلوم التربوية
كلية التربية بالزلفي - جامعة المجمعة - السعودية

ملخص البحث:

في الأونة الأخيرة، ظهر الاهتمام بالطلاب الموهوبين، من ذوي الإعاقات؛ الأمر الذي أدى إلى الاهتمام بالتعرف على مواطن القوة والإبداع والموهبة لديهم، والكشف عن هذه القدرات الاستثنائية، وتطويرها، واستثمارها، وتوجيهها في الاتجاه الصحيح، بما يعود بالفائدة على الطالب، وأسرته، ومدرسته، ومجتمعه. وقد هدف البحث الحالي إلى الكشف عن الفروق بين الطلاب الصم الموهوبين، وأقرانهم الصم غير الموهوبين، في جودة الحياة، ومفهوم الذات؛ والكشف عن الفروق بين الذكور والإناث منهم، في جودة الحياة ومفهوم الذات. كما هدف إلى معرفة العلاقة بين كل من جودة الحياة ومفهوم الذات، وقد تكونت عينة البحث من (٥٤) طالبا وطالبة، من مدرسة (الأمل للصم وضعاف السمع)، بمدينة (المنصورة)، بمحافظة (الدقهلية)، منهم (٢٧) من الصم الموهوبين، و(٢٧) من الصم غير الموهوبين. وقد استجابت كامل العينة لمقياس جودة الحياة للصم، ومقياس مفهوم الذات للصم، من إعداد الباحثة، وباستخدام اختبار (مان - ويتي Mann-Whitney) لعينتين مستقلتين، ومعامل ارتباط بيرسون (Person- Correlation). أشارت نتائج البحث إلى ما يلي:

- وجود فروق دالة إحصائية بين الطلاب الصم الموهوبين، وأقرانهم الصم غير الموهوبين، على مقياس جودة الحياة بجميع أبعاده؛ وذلك في صالح الصم الموهوبين تعزى لمتغير الموهبة.
- وجود فروق دالة إحصائية بين الطلاب الصم الموهوبين، وأقرانهم الصم غير الموهوبين، على مقياس مفهوم الذات، بجميع أبعاده، وذلك في صالح الصم الموهوبين تعزى لمتغير الموهبة.
- وجود فروق دالة إحصائية بين الذكور والإناث من الصم الموهوبين، في جميع أبعاد جودة الحياة، وذلك في صالح الذكور، فيما عدا بُعد التقبل الذاتي؛ إذ لم يتضح فيه وجود فروق دالة إحصائية.
- وجود فروق دالة إحصائية بين الذكور والإناث من الصم الموهوبين في مفهوم الذات؛ وذلك في صالح الذكور.
- وجود علاقة ارتباطية دالة موجبة، بين جودة الحياة، ومفهوم الذات، لدى الصم الموهوبين.