



Emotional and behavioral disorders and their relationship with family adjustment and social responsibility among the hearing-impaired students in the southern province



Abstract

This study aimed at identifying the level of emotional and behavioral disorders and their relationship with family adjustment and social responsibility among the hearing-impaired students in the southern province. In order to achieve the study objectives, the researcher used the correlational descriptive approach. The study sample consisted (200) hearing-impaired students, (98) males and (102) females. In order to achieve the study objectives, three scales were developed: emotional and behavioral disorders scale, family adjustment scale, and social responsibility scale; their validity and reliability were verified. The results revealed that the levels of emotional and behavioral disorders, family adjustment, and social responsibility were medium for the overall score and the dimensions. The results revealed that there is a statistically significant positive relationship between the dimensions of emotional and social disorders and the dimensions of family adjustment. The results revealed that there is a statistically significant positive relationship between the dimensions of family adjustment and social responsibility, where the level of social responsibility increases according to the increase in family adjustment. The results showed that there is a statistically significant negative relationship between emotional and behavioral disorders and social responsibility as well as a relationship between their dimensions, except for the domain of behavioral problems, where there was no relationship between it and the domain of social responsibility. The results revealed that both male and female students suffer from emotional and behavioral disorders, regardless their academic estimation. The results revealed that there are no differences in the level of family adjustment and its domains according to the variables of (gender, academic estimation). The results showed that hearing-impaired students with high academic estimation practice social responsibility more than their peers with lower academic estimation.

Based on the results, the study recommended the necessity of paying more attention to hearing-impaired students to improve their levels of family adjustment and social responsibility as well as educating the families of hearing-impaired students concerning the risks of emotional and behavioral disorders, urging them to have a role in reducing those disorders among their children, in addition to encouraging hearing-impaired students in the various educational stages to shoulder responsibility and confirming its importance in social life.

Keywords: behavioral and emotional disorders, family harmony, social responsibility, students with hearing disabilities in the southern region.

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