



Obstacles and challenges in the education of deaf students and hard hearing at

Erbil Administration Institute

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Abstract

This study aims to discover the obstacles and the challenges that face deaf students and hard hearing at Erbil Administration Institute from deaf students' perspectives. So, the study tries to answer such questions:

- What are the most important academic problems that face students with hearing problems?
- What are the most important economic problems that face students with hearing problems?
- What are the most important social problems that face students with hearing problems?

Accordingly, the objectives of this study are:

1. Identify the most effective academic problems that face students with hearing problems.
2. Identify the most effective social problems that face students with hearing problems.
3. Identify the most effective economic problems that face students with hearing problems.

The researchers used the descriptive approach in this study to detect academic, social, and economic difficulties and problems experienced by deaf students.

The study includes nine (9) female second-year students with hearing problems at the Department of Management Information System.

Twenty-nine items were developed for a questionnaire related to the students with hearing impairments to see if they have any educational, social, and economic problems and the obstacles they suffer from in each field.

The study ended with many recommendations directed to related governmental authorities.



Keyword: Obstacles, economic difficulties, social problems, social problems, Hearing impairment, deaf students

معوقات وتحديات تعليم الطلاب الصم وضعاف السمع في معهد أربيل للإدارة

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الملخص

تهدف هذه الدراسة إلى استكشاف المعوقات والتحديات التي تواجه الطلاب الصم وضعاف السمع في معهد أربيل للإدارة من وجهة نظرهم. لذا، تحاول الدراسة الإجابة على الأسئلة التالية:

- ما أهم المشكلات الأكاديمية التي تواجه الطلاب ذوي الإعاقة السمعية؟
 - ما أهم المشكلات الاقتصادية التي تواجه الطلاب ذوي الإعاقة السمعية؟
 - ما هي أهم المشكلات الاجتماعية التي تواجه الطلاب ذوي الإعاقة السمعية؟
- وبناءً على ذلك، تهدف هذه الدراسة إلى:

1. تحديد أكثر المشكلات الأكاديمية تأثيراً التي تواجه الطلاب ذوي الإعاقة السمعية.
2. تحديد أكثر المشكلات الاجتماعية تأثيراً التي تواجه الطلاب ذوي الإعاقة السمعية.
3. تحديد أكثر المشكلات الاقتصادية تأثيراً التي تواجه الطلاب ذوي الإعاقة السمعية.

استخدم الباحثون المنهج الوصفي في هذه الدراسة للكشف عن الصعوبات الأكاديمية والاجتماعية والاقتصادية التي يواجهها الطلاب الصم.

شملت الدراسة تسع (9) طالبات من السنة الثانية ذوات الإعاقة السمعية في قسم نظم المعلومات الإدارية.

تم تطوير تسعة وعشرين بنداً لاستبيان خاص بالطلاب ذوي الإعاقة السمعية لمعرفة ما إذا كانوا يعانون من أي مشكلات تعليمية واجتماعية واقتصادية والمعوقات التي يعانون منها في كل مجال.

خلصت الدراسة إلى العديد من التوصيات الموجهة إلى الجهات الحكومية ذات الصلة.

الكلمات المفتاحية: المعوقات، الصعوبات الاقتصادية، المشكلات الاجتماعية، الإعاقة السمعية، الطلاب الصم

1. Introduction

Nowadays, the progress of nations and countries is measured by how well they cater to the needs of their citizens of all ages. Governments should provide



effective services and facilities to everyone, especially those with disabilities. Deaf and hearing-impaired individuals require special attention and support, as they are an essential part of society. Therefore, it is crucial to provide them with special educational services and programs that include modified curricula and teaching methods Alshamsan(2005).

Disability is a widespread issue that can hinder individuals from living with dignity and equal opportunity. People with disabilities, who make up 10–12% of the population, often face limited chances to contribute effectively to society. Growing interest in disability science and special education aims to improve their quality of life. Attitudes toward disability vary—some are compassionate but pitying, while others view the disabled as a societal burden or source of exploitation. The experience of disability depends on both personal factors and societal awareness and support. (World Health Organization, 2011).

Education is a lifelong journey essential for gaining knowledge and skills. While it is generally accessible for people without disabilities, individuals with disabilities often face greater challenges in learning, integrating, and communicating, which can affect their quality of life. G. H. (2014).

Communication difficulties, information accessibility constraints, a lack of understanding and awareness among classmates and teachers, and a lack of adequate support services can all be obstacles to learning for children with hearing impairments. Not to mention, more and more DHH (**Deaf or Hard of Hearing**) adolescents are attending mainstream schools as a result of advancements in universal screening and sensory aid technology (NAD, National Association of the Deaf – Current home).

Because of this, the community of DHH kids in the educational system is quite diverse, ranging in ability and functioning neither as deaf nor as deaf. Teachers face a problem as a result of this variability since they have to modify their lesson plans and after-school programs to match the needs of each individual kid Luft (2016).

To realize their full potential, deaf kids need certain educational help and accommodations. These can include deaf education teacher training, interpreters who speak sign language, and assistive technology Kimberly A. Wolbers, Hannah M. Dostal, S. Graham, L. Branum-Martin, Leala Holcomb (2021)

2. The Problem Statement of the Study



Deaf students face significant challenges in education due to a lack of bilingual teachers fluent in sign language and insufficient training among mainstream educators. These issues hinder their academic progress and social integration. Additionally, deaf students often struggle with language development and identity formation in a predominantly hearing environment. Beyond physical inclusion, social inclusion within the education system remains a critical concern Humphries, T., & Allen, B. M. (2008).

The education system struggles with a lack of qualified sign language instructors and insufficient training for regular teachers to support deaf students. As a result, deaf students face challenges in academic performance, social integration, language development, and identity formation. These issues are intensified by inclusion debates, emphasizing the need to address both physical and social aspects of inclusion. Marschark, M., & Hauser, P. C. (2012).

Deaf students face multiple educational challenges, including a shortage of skilled sign bilingual teachers, inadequate training for regular teachers, difficulties with social integration, and falling behind academically compared to hearing peers. These combined issues often result in an ineffective educational experience for deaf students. Luckner, J. L., & Muir, S. G. (2001).

Furthermore, deaf students' educational experiences may also be impacted by social and emotional barriers. Their general well-being and academic performance may be impacted by feelings of exclusion, loneliness, and a lack of belonging Luft (2016).

Creating a supportive and inclusive environment for deaf students demands a comprehensive approach from the educational system, which goes beyond mere physical placement. As stated by Freire (2007), it is crucial to find tailored solutions that are adapted to the unique characteristics of deaf students to support their holistic development. This entails addressing not only their linguistic needs but also their emotional, social, and academic growth with the utmost confidence.

Educators and school administrators must address the challenges faced by deaf students to create an inclusive and supportive learning environment. Using inclusive teaching methods, providing necessary support services, and promoting awareness of deaf culture can help overcome barriers. Limited access to language and communication—such as a lack of interpreters or assistive technology—can hinder classroom participation and understanding, affecting both the academic success and well-being of deaf students. Antia, S. D., Stinson, M. S., & Gaustad, M. G. (2002).



With the right support and resources, deaf students can excel academically and socially. Their unique needs must be addressed to ensure equal access to education. Kimberly A Wolbers, Hannah M. Dostal, S. Graham, L. Branum-Martin, Leala Holcomb (2021).

According to the facts related to academic and social challenges of students with hearing problems, this study tries to identify the most important challenges that face the students with hearing problems at Erbil Administration Institute.

3. The questions of the study

1. What are the most important academic problems that face students with hearing problems?
2. What are the most important social problems that face students with hearing problems?
3. What are the most important economic problems that face students with hearing problems?

1. The objectives of the study

The study aims to:

1. Identify the most effective academic problems that face students with hearing problems.
2. Identify the most effective social problems that face students with hearing problems.
3. Identify the most effective economic problems that face students with hearing problems.

4. The scope of the study

- Students with hearing problems.
- EPU/ Technical Administration Institute
- Department of Information System.
- The academic year 2023-2024.

1.5 Definition of the Terms:

- **Obstacles and Challenges:** A tricky circumstance that necessitates investigation and analysis has to be resolved.
- It is recognized by Al-Mousawi (2000) as a condition of uncertainty or bewilderment followed by uncertainty and resistance necessitating labor or investigation to remove and substitute with a feeling of contentment and fulfillment.
- **Hearing impairment:** is completely impair a person's ability to hear, making it impossible for them to understand spoken words either with or without a hearing aid Kojk, (1997).



- numerous types of hearing impairment, ranging from minimal to extreme Al-Mukhtar (2002)
- **Deaf Students:** (Students with hearing problems): who are suffer from profound hearing impairment, which affects their comprehension of spoken language and communication. Their social and academic performance may suffer as a result, since they can find it difficult to obtain D. McDaid, A. Park, S. Chadha (2021), & D. McDaid, A. Park, S. Chadha, (2021).
- Those are learners who either hear nothing at all or very little Kukla (2008).
- An individual who suffers from hearing loss starting at 70 dB and more, after using different aids.

Literature Review

Language is a fundamental component of human communication and cognition, acting as the primary means by which people express themselves, share knowledge, and connect. It is a part of our everyday lives, forming our identities, communities, and society Nedhal Abdul Hafedh Taher, & Shahla Hemin Ismail (2024).

Humans rely on their auditory senses and the brain's ability to process sound vibrations to understand and interpret the meaning of sounds. This ability connects individuals to their surroundings, serving as a vital link to life and the environment. The capacity to hear, even in the darkest moments, underscores the importance of sound and highlights the need to protect this essential sense. Mokhtar (2001).

Ear is an auditory sensory capability device with its branching sections and its eighth nerve transmitting nerve impulses resulting from the analysis of acoustic oscillations to the brain centers that translate, analyze and perceive their respective connotations. A person's auditory capacity plays an important role in his or her life, because it is the window through which his or her mental perception monitors the world of voices around him or her and warns him of the risks that may affect him or her and eliminate his or her continued existence. Levine (2008).

The severity of the disability is the result of the severity of hearing impairment and its

- ☐ Age at which hearing loss occurs
- ☐ Age at which hearing loss is detected and treated
- ☐ Duration of hearing loss development
- ☐ Type of disorder causing the hearing loss
- ☐ Effectiveness of sound amplification tools
- ☐ Availability and quality of rehabilitation services
- ☐ Family factors and compensatory or adaptive abilities
- ☐ The person whose hearing impairment prevents speech understanding through hearing alone, with or without amplification tools. Levine (2008).



Hearing impairment can result from genetic factors, congenital ear malformations, maternal infections like German measles during pregnancy, premature birth, and complications during or after birth (e.g., jaundice). Other causes include excessive earwax, physical trauma to the ear, infections (e.g., mumps, otitis media, meningitis), certain medications, and prolonged exposure to loud noise. The cause of Sensorineural and neurological hearing loss:

It occurs as a result of a defect in the inner ear (sensory hearing loss) or in the eighth auditory nerve and due to neurological hearing loss, this type of hearing loss is permanent and cannot be treated, and the patient has trouble understanding and distinguishing speech. As for its causes, they are:

- Congenital malformation.
- Noise and loud sounds.
- Some types of medicines and antibiotics.
- Viral infection.
- Heredity.
- Old age.
- Trauma, injury or blow to the ear.

There are other types of hearing loss:

- Inorganic hearing impairment and either:
 - Psychological - exaggeration of a goal in the patient's psyche such as financial compensation.
 - Central-cerebral hearing loss whose causes are:
 - Hereditary
 - Extreme heat.
 - Cancerous tumors.
 - Blow to the head.
 - Some diseases such as meningitis.
 - There are types according to age when suffering from hearing impairment:
 - Pre-language hearing impairment: It occurs before the development of speech and language in the child.
 - Post-language hearing impairment: It occurs after the development of speech and language.

Disability can be according to this criterion:

A - Birth hearing disability.

B - Acquired hearing impairment Attia (1998).

Deaf education has gone through several stages based on the changes in how different civilizations deal with deaf people and their beliefs. In contrast; it based on human's philosophy for instance, society and its views fall into the human



psyche in one category, and deaf are from rejected categories. Especially in ancient civilizations, it was one of the things that some regimes tried to eradicate.

Hanafi (2010) explains: "Romans and Greeks consider this category to be rely only on society; which requires the same disposal as other children with disabilities.

In ancient times, society repudiated deaf people, regarded them as "cursed" by God, and deprived them of their disenfranchised.

The need of persons with hearing problems for education and language acquisition, led to establish an oral education for them which appeared and began in Edinburgh around 1760 by (Thomas Birdwood). With the rapid development of deaf education, the deaf education has spread throughout Europe, both verbally and manually. Deaf education extends from France to the United States. Then, Mr. Thomas Gallaudet started in 1817 the first school for the deaf, employed teachers for the deaf using sign language, whose goal was to teach deaf children only Van Cleve, J. V., & Crouch, B. A. (1989).

Deaf and hearing-impaired education in Iraq and Kurdistan

The Amal Institute, founded in 1955, was the first to educate deaf students. Admission required students to be hearing-impaired, between six and nine years old, and free from transitional diseases. The institute offered specialized curricula, speech training, and vocational courses over eight years, after which students attended vocational rehabilitation institutes in Iraq. However, the primary certificate issued by the institute was not recognized as equivalent to other certifications. Al-Dabbagh, A. (1982).

While in Kurdistan, the founding of Sulaymaniyah's first Kurdish school for the deaf in 1982. It would appear from the fact that the earliest teachers at that school did not know Iraqi Sign Language that Kurdish Zmani Hêmay Kurdi (ZHK) is not descended from ISL. "ISL" stands for **Iraqi Sign Language**. It is the sign language used by the Deaf community in Iraq.

It is uncertain whether the sign language used at the Sulaymaniyah school was based on an existing deaf community sign language or developed from home signs used by deaf children. While Sulaymaniyah was established after the Ottoman Empire's fall, there are linguistic similarities between its sign language and Iraqi Sign Language (ISL). However, it's unclear if these similarities stem from ISL influence in the 1990s or earlier Ottoman/Arab gestures. ZHK translators struggle to understand deaf Kurds educated in Baghdad, highlighting differences in their sign languages. Despite these differences, students from three Kurdish schools can still communicate with each other. Hendriks, B. (2008).

The social problems suffered by the deaf are the most prominent problems they suffer from. It has a significant impact on the deaf, limiting his ability to perform socially due to his inability to communicate with others.



In addition to, the people around him unaware to how to communicate with him, which leads to his increased sensitivity and sense of inferiority in comparison. This also applies to ordinary people, leading to a loss of self-confidence Mahmoud Hassan Saleh Abdel Mohi (1997).

Medhat Abu Al-Nasr (2005), In addition to the social isolation by the deaf, there are social and behavioral features and characteristics of people with special needs in general.

These characteristics as the following:

- a. Decrease ideals for integrating their behavior with instincts.
- b. Their inability to restrain uncontrollable desires leads to more sexual aberrations.
- c. Ease of being influenced by the opinions of others.
- d. Lack of self-esteem, hesitation, and withdrawal.

Regarding to the economic problems, economic problem arising from disability are varied, depriving individuals of employment opportunities and causing forced unemployment, job loss or reduced productivity, negatively affecting household income.

Research methodology

3.1. Research methodology:

The researchers used the descriptive approach in this study to detect academic, social and economic difficulties and problems experienced by deaf students. Descriptive research is defined as approach that attempts to systematically describe a situation, problem, phenomenon, service, or program. Besides, it provides useful information about the living conditions in a community or describes an individual's attitude towards a particular issue or phenomenon Abdulrahman (2013).

This type of research is considered one of the most appropriate types for the nature of the current research.

3.2 The study population:

The current study includes all (9) female second year students with hearing problems, at the Department of Management Information System, Erbil Technical Administrative Institute.

3.3. The instrument of the research

To achieve the current aims and in line with its methodology. The following procedures for designing the study questionnaire were implemented:

3.3.1 The design of the questionnaire

Twenty-nine items were developed for a questionnaire related to the students with hearing – impaired to see if they have any educational, social, and economical problems and the obstacles they suffer from in each field. The questionnaire



composed in three parts, the first contained items of academic field, and the second part the items of social field, the last one contained item of economic filed. Each student's responses to the questionnaire were scored in the given values; 3 = agree, 2 = to some extent agree, 1 = disagree.

Table (1): illustrates the distribution of paragraphs on its final form

No.	Fields	Numbers of paragraph
1.	Academic field	9
2.	Social field	10
3.	Economic field	10

The triple Likert scale was used to answer the questionnaire as the following (agree, some extent agree, disagree) as mentioned before.

3.3.2 The validity and reliability of the instrument:

Validity and reliability of the questionnaire are checked through the following steps:

The researcher verified the validity of the instrument as follows:

Face Validity, and to ensure that it measures what it was set to measure, the researchers

By presenting it in its initial form to (6) experts and specialists in the field of education, special education, and hearing impairment, table no. (2) clarifies this. The researchers asked the evaluators to evaluate the quality of the questionnaire in terms of its ability to measure what was prepared for and judge its suitability for the aims of the study by determining the extent of the clarity of each paragraph, the extent to which each phrase is related to its axis, its importance, and its linguistic integrity. In addition to expressing their opinion in the event of any modification, deletion, or addition of paragraphs for the resolution, and then applying it.

Table No. (2) illustrates the questionnaire in its last form

No.	Field
Academic Field	
1.	There is a specialized sign language interpreter in the classroom for each lesson.
2.	The learning style is suitable for the students with hearing problems.
3.	There are studies at some universities or colleges for students with hearing problems.
4.	The student has the right to choose university or college based on his GPA.
5.	There is a special class for interpretations at the school.
6.	The student has reading and writing skills.
7.	The student has sign language subjects in the subjects of his study.



8.	The faculty members take into consideration students with disabilities.
9.	There are special needs for disabled students, such as classroom equipment.
Social Field	
1.	I can deal with regular students.
2.	Sometimes I do face violence inside the institute.
3.	A person with hearing problems is treated as a normal human being in the institute and the community.
4.	There is a social worker for helping the students with hearing problems from the institute or the community.
5.	Other people can understand me easily.
6.	I suffer from marginalization in our society.
7.	I see the difference between myself and other people.
8.	I can make friends easily in the community.
9.	My family cares about me.
10.	My family has an important role in my life.
Economic Field	
1.	The government makes it easier for the deaf to find a job.
2.	I have no problems with transportation as a student.
3.	As a deaf student, I have financial allowances paid by the government.
4.	The government helps the deaf with their educational needs.
5.	A deaf student gets salary.
6.	The deaf can work as a regular human.
7.	Deaf persons are accepted as members who have the same rights and desires as ordinary people.
8.	Their boss's unconvincing about deaf people's abilities is a reason not to employ them.
9.	Some deaf students don't get as much education as regular students; this could be another reason not to get a job.
10.	Lack of training for deaf people is one of the reasons why they don't employee them.

A 29-item questionnaire was used across three fields (academic, social, and economic). The academic field consists of 9 items, while the social and economic field includes 10 paragraphs each. The researchers used the Likert scale to answer this questionnaire, which items (agree, to some extent agree, disagree). Reliability is checked using SPSS statistical. The following table illustrates the reliability.

Table (3): illustrates reliability statistics



Cronbach's Alpha ^a	N. of Items
0.802	29

The questionnaire was distributed and clarified to them with the help of the sign language teacher (Sayran Khan) and with the assistance of other students at the institute.

4. Results and discussion of the results

When analyzing the percentages of the current research, each item in the questionnaire, a high percentage declares agreement and strong consensus on the prevalence of academic, social, and economic problems as shown in the table (4).

Table (4): Illustrates the percentages for each field of the questionnaire

N	Items	Frequency	Perce nt%
1	There is a specialized sign language interpreter in the classroom for each lesson.	Agree	
		to a certain agree	
		Disagree	9 100 %
2	The learning style is suitable for the students with hearing problems.	Agree	
		to a certain agree	9 100 %
		Disagree	
3	There are studies at some universities or colleges for students with hearing problems.	Agree	
		to a certain agree	
		disagree	9 100 %
4	The student has the right to choose university or college based on his GPA.	Agree	
		to a certain agree	7 77.8
		disagree	2 22.3
5	There is a special class for interpretations at the school.	Agree	
		to a certain agree	
		disagree	9 100 %
6	The student has reading and writing skills.	Agree	
		to a certain	9 100



		agree		%
		disagree		
7	The student has sign language subjects in the subjects of his study.	Agree		
		to a certain agree		
		disagree	9	100 %
8	The faculty members take into consideration students with disabilities.	Agree	9	100 %
		to a certain agree		
		disagree		
9	There are special needs for disabled students, such as classroom equipment.	Agree	1	11.1
		to a certain agree		
		disagree	8	88.9
10	I can deal with regular students.	Agree	9	100 %
		to a certain agree		
		disagree		
11	Sometimes I do face violence inside the institute.	Agree	5	55.5
		to a certain agree		
		disagree	4	44.4
12	A person with hearing problems is treated as a normal human being in the institute and the community.	Agree		
		to a certain agree	9	100 %
		disagree		
13	There is a social worker for helping the students with hearing problems from the institute or the community.	Agree		
		to a certain agree		
		disagree	9	100 %
14	Other people can understand me easily.	agree		
		to a certain agree	9	100 %
		disagree		



15	I suffer from marginalization in my society.	agree	2	22.2
		to a certain agree		
		disagree	7	77.8
16	I see the difference between myself and other people.	agree		
		to a certain agree	7	77.8
		disagree	2	22.2
17	I can make friends easily in the community.	agree	9	100 %
		to a certain agree		
		disagree		
18	My family cares about me.	agree	9	100 %
		to a certain agree		
		disagree		
19	My family has an important role in my life.	agree		
		to a certain agree	9	100 %
		Disagree		
20	The government makes it easier for the deaf to find a job.	Agree		
		to a certain agree		
		Disagree	9	100 %
21	I have no problems with transportation as a student.	Agree		
		to a certain agree	9	100 %
		Disagree		
22	As a deaf student, I have financial allowances paid by the government.	Agree		
		to a certain agree	1	11.9
		Disagree	8	88.9
23	The government helps the deaf with their educational needs.	Agree		
		to a certain agree	1	11.1



		Disagree	8	88.9
24	A deaf student gets salary.	Agree	9	100 %
		to a certain agree		
		Disagree		
25	The deaf can work as a regular human.	Agree	9	100 %
		to a certain agree		
		Disagree		
26	Deaf persons are accepted as members who have the same rights and desires as ordinary people.	Agree		
		to a certain agree	9	100 %
		Disagree		
27	The boss's unconvincing about deaf people's abilities is a reason not to employ them.	Agree	9	100 %
		to a certain agree		
		Disagree		
28	Some deaf students don't get as much education as regular students; this could be another reason not to get a job.	Agree	9	100 %
		to a certain agree		
		Disagree		
29	Lack of training for deaf people is one of the reasons why they don't employee them.	Agree	9	100 %
		to a certain agree		
		Disagree		

It is also possible to examine the analyzing of the results closely and find the mean of each field of the questionnaire to see if they meet the research questions of the current study.

Using the Lekert scale, so the theoretical mean of the students' responses on the items in this study is (2), comparing the calculated mean of the students' responses on items of the academic field is (1.5556) which is less than the theoretical mean, for this reason the results indicates that these students suffer greatly in their education at the institutes and in education in general.



On the other hand, social and economic fields, their means are slightly higher than the theoretical mean, which indicates that social welfare and economic potential are insufficient to meet the needs of this group of society that needs the most care and job opportunities that suit their education and potential as much as possible.

Table No (5). Illustrates the means and standard divisions of each field

Descriptive Statistics			
	N	Mean	Std. Deviation
Academic Field	9	1.5556	.09623
Social Field	9	2.1333	.13229
Economic Field	9	2.2222	.06667

The study identified academic challenges as the most significant issue faced by deaf and hearing-impaired students at the Erbil Administrative Technical Institute. These students struggle with understanding scientific subjects in the Management Information Systems Department due to difficulties with spoken and written language. Since most lectures lack a sign language interpreter, their ability to benefit from the lessons is limited, making it harder for them to grasp both theoretical and practical content.

Students expressed disagreement with the statement that a specialized sign language interpreter is available for each lesson, highlighting the lack of support from the Ministry of Higher Education and Polytechnic University in Erbil. The Ministry has not authorized sign language teachers to assist faculty in communicating with deaf students, making teaching and learning difficult. Faculty members struggle to teach deaf students effectively, relying on traditional methods. Additionally, students disagreed that professors consider deaf students' needs or that specialized tools for the deaf are provided, due to the absence of necessary academic services, accommodations, and effective study programs.

It is clear from the results of the table (8) that the item: (there is a private class for interpretations) without agreement, may be due to the reason from the point of view of researchers that there is no place designated for all deaf students, but on the contrary, the second stage, group (B) at the Department of Management Information Systems, is placed with the ordinary students, where the inclusion of the deaf students with ordinary students affects ordinary students on the one hand and the deaf themselves on the other hand, significantly and distracts their thinking, and this is one of the negatives integration of disabled students with regular ones.

Table no. (6) illustrates the mean and the std. deviation of the academic filed.



N	Items	Frequency	Percent%	Mean	Std. Deviation
1	There is a specialized sign language interpreter in the classroom for each lesson.	Agree		1.0	0.000
		to a certain agree			
		Disagree	9 100 %		
2	The learning style is suitable for the students with hearing problems.	Agree		2.0	0.000
		to a certain agree	9 100 %		
		Disagree			
3	There are studies at some universities or colleges for students with hearing problems.	Agree		1.0	0.000
		to a certain agree			
		Disagree	9 100 %		
4	The student has the right to choose university or college based on his GPA.	Agree		1.778	0.44096
		to a certain agree	7 77.8		
		Disagree	2 22.3		
5	There is a private class for interpretations at the school.	Agree		1.0	0.000
		to a certain agree			
		Disagree	9 100 %		
6	The student has reading and writing skills.	Agree		2.0	0.000
		to a certain agree	9 100 %		
		Disagree			
7	The student has sign language subjects in the subjects of his study.	Agree		1.0	0.000
		to a certain agree			
		Disagree	9 100 %		
8	The faculty members take into consideration students with disabilities.	Agree	9 100 %	3.0	0.000
		to a certain agree			



		Disagree				
9	There are special needs for disabled students, such as classroom equipment.	Agree	1	11.1	1.2 22 2	0.6666 7

1. The problems of the academic field:

The results indicate that the most important academic problems that face students with hearing problems is lack of sign language interpreters, audio devices, applications, inadequate curriculum for this category, and unacceptability to the university's community of the hearing-impaired individual. The results were as explained in the following table:

Table no. (7) illustrates the means and standard divisions of each field

Descriptive Statistics			
	N	Mean	Std. Deviation
Academic Field	9	1.5556	.09623
Social Field	9	2.1333	.13229
Economic Field	9	2.2222	.06667

The table above shows the mean and standard deviations of the responses of the students to the academic problems faced hearing-impaired students. The mean was (1.5556) and standard deviations (.9623), and this value falls into the class of degree high disapproval.

Item (8) received a high degree of approval, while (8) other items received a high degree of disapproval, and (1) item received a moderate degree of approval. The terms are in order according to the degree of disapproval as follows:

- The item (1,3,5,7,9), which state: There is a specialized sign language interpreter in the classroom for each lesson, the learning style is suitable for the deaf student , there is a private class for interpretations, I have sign language in the subjects I study, The average mean were (1.0) and a standard deviation were (0.000).
- The item (2,4,6), which state: " The learning style is suitable for the deaf student, I have the right to choose un university or college based on my GPA, the means were between (2.0-1.7) and a standard deviation were (0.000- 0.44096).
- The item (8), which state: " Teacher take into consideration people with disabilities, the mean was (3.0) and a standard deviation was (0.000).

The current study and through the results found that the administration of the Polytechnic Institute in Erbil welcomes the study and completion of the academic



march for students with special needs in general and deaf and hearing-impaired students in particular, along with providing them with many facilities.

Deaf and hearing-impaired students are highly motivated to earn academic certificates and enter the workforce due to challenging economic conditions. However, they face significant obstacles in education, such as weak language and communication skills, which hinder their ability to interact with hearing peers. This is further compounded by cognitive challenges due to inadequate reading and writing skills from early education. Additionally, the lack of sign language knowledge in the surrounding community contributes to social isolation, creating a distinct and limited culture among deaf individuals. Shaker Kandil (1995).

One of the most academic challenges faced by deaf students in addition to those engraved by, is the community of faculty members who do not know sign language or have not encountered teaching such a category before, where they cannot deal with students easily by writing due to the severe weakness in reading and understanding the lesson, which makes some faculty members bored of the presence of the deaf and hearing-impaired in the classroom which integrated with the ordinary students, where the result of the study of Ahmed Al-Laqrani and Amir Al-Qurashi (1999) pointed to the same results which need for the teaching staff to innovate various ways to help the curriculum for deaf students, such as magazines, technological applications, pictures, posters, etc. This result came in one way with the studies of Kigotho (2016), Mutanga and Wallker (2017), the study of Alenzi and Terkstany (2019), which included the dissatisfaction of deaf students with the traditional teaching methods followed by the teaching staff and the lack of addition of modern methods of using technology and applications that help this group in particular and thus led to the emergence of academic challenges and obstacles.

While the study of Alsalamah (2020) showed that the use of technology in the educational process with deaf students has greatly affected their performance in tests that measure their understanding of the scientific subjects intended for students.

Therefore, to help achieve the educational goals and make adjustments to the curriculum to make it suitable for disabled and deaf students in particular.

Stemming from the above, faculty members in most cases pity deaf students, and help them with high degrees that they do not deserve. Since, some students try to disappear or evade behind the disability mask and ask for the pity of faculty members and the head of the administrative institute and the university in general. In addition to, the intervention of students' parents in mediation to help them for the fear of their academic future and their opportunity to face their future and improve their financial conditions.

This is counterbalanced by the faculty member has no trick in delivering the information for students, especially with the lack of sign language interpreters and



not to using appropriate tools in the halls, especially since most classrooms are not equipped to serve deaf and hard-impaired students.

2. The problems of social field:

With regard to the problems of social incompatibility and lack of acceptance by the university's community of the deaf and hearing-impaired, the approval and arrangement of responses of the students hearing-impaired to statements about the problems are shown in the following table.

Table (8) illustrates the mean and standard deviation of the social field

N o.	Items	Frequency		Perc ent %	Me an	Std. Devi ation
1.	I can deal with regular students.	Agree	9	100 %	3.0	0.000
		to a certain agree				
		disagree				
2.	Sometimes I do face violence inside the institute.	Agree	5	55.5	2.11 11	1.054 09
		to a certain agree				
		disagree	4	44.4		
3.	A person with hearing problems is treated as a normal human being in the institute and the community.	Agree			2.0	0.000
		to a certain agree	9	100 %		
		disagree				
4.	There is a social worker for helping the students with hearing problems from the institute or the community.	Agree			1.0	0.000
		to a certain agree				
		disagree	9	100 %		
5.	Other people can understand me easily.	agree			2.0	0.000
		to a certain agree	9	100 %		
		disagree				
6.	I suffer from marginalization in my society.	agree	2	22.2	1.44 44	0.881 92
		to a certain agree				
		disagree	7	77.8		
7.	I see the difference between	agree				



	myself and other people.	to a certain agree	7	77.8	1.77	0.440
		disagree	2	22.2	78	96
8.	I can make friends easily in the community.	agree	9	100 %	3.0	0.000
		to a certain agree				
		disagree				
9.	My family cares about me.	agree	9	100 %	3.0	0.000
		to a certain agree				
		disagree				
10.	My family has an important role in my life.	agree			2.0	0.000
		to a certain agree	9	100 %		
		disagree				

It is clear from the previous table, which shows the mean and standard deviations of the responses of the students regarding to the social challenges facing deaf and hearing- impaired students, especially with regard to social incompatibility problems with a mean of (3.00) and standard deviation of (0.00), and this means the value falls into the category of high approval, as its value ranges from (3.00) to (1.0), which means that there is a high degree of approval by the students on these problems.

- The items (1,2,9) which state: " I can deal with ordinary students, the learning style is suitable for the deaf student, my family care about you, the means were (3.0) and a standard deviation were (0.000) with a high approval score.

The items (3,5,7), which states: "A person with hearing problems is treated as a normal human being in the institute and the community, the other person can understand me easily, I can make friends easily in the community, the mean were between (2.0-1.7) and a standard deviation were (0.000- 0.14) to some extent approval score.

- The item (4), which states: " There is a social worker for the deaf from the institute or the community, the mean was (1.0) and a standard deviation was (0.000) a high disapproval.

The statistic results showed that, the social challenges in the stage which faced by deaf students at the Administrative technical Institute in Erbil, and the researchers believe that this result is very accurate and realistic, because language is the first



and only means of communication and integration with the social life surrounding them.

Previously, as we mentioned, hearing- impaired and deaf people directly affect the language development of the deaf , making them lagging behind in language and speech, and this delay greatly affects their interactions with their peer listeners and creates significant barriers to their ability to establish and maintain social relationships, besides, it seems that they withdraw from the social interactions around them. On the same level the study confirmed by Hamid Zahran (1997) that the deaf social development is influenced by several factors such as their inability to verbal expression, their inability to mentally perceive, which leads them to feel frustrated and depression and disorder. On the other hand, so, the results based on their personal opinion, which is consistent with the findings of Kigotho (2016).

Mutanga & Walker (2017) and Kigotho (2016) studies pointed out that students with disabilities in general, and deaf students in particular, have limited integration into the university's community, and their participation in social activities is weak or nonexistent. This can lead to loneliness and isolation as mentioned before.

3. The problems of economic filed:

Regarding to the most important economic problems that faced by deaf students, the responses of the students determined the degree of approval.

The results were as shown in the following table:

Table no (9) illustrates the mean and the std. deviation of the economic field:

N o.	Items	Frequency		Perc ent %	M ea n	Std. Devi ation
1. 2 0	The government makes it easier for the deaf to find a job.	Agree			1.0	0.000
		to a certain extent				
		Disagree	9	100 %		
2. 2 1	I have no problems with transportation as a student.	Agree			2.0	0.000
		to a certain extent	9	100 %		
		Disagree				
3. 2 2	As a deaf student, I have financial allowances paid by the government.	Agree			1.1 11 33	0.333
		to a certain extent	1	11.9		
		Disagree	8	88.9		
4. 2	The government helps the deaf	Agree				



3	with their educational needs.	to a certain extent	1	11.1	1.1	0.333
		Disagree	8	88.9	11	33
5. 2 4	A deaf student gets salary.	Agree	9	100 %	3.0	0.000
		to a certain extent				
		Disagree				
6. 2 5	The deaf can work as a regular human.	Agree	9	100 %	3.0	0.000
		to a certain extent				
		Disagree				
7. 2 6	Deaf persons are accepted as members who have the same rights and desires as ordinary people.	Agree			2.0	0.000
		to a certain extent	9	100 %		
		Disagree				
8. 2 7	The boss's unconvincing about deaf people's abilities is a reason not to employ them.	Agree	9	100 %	3.0	0.000
		to a certain extent				
		Disagree				
9. 2 8	Some deaf students don't get as much education as regular students; this could be another reason not to get a job.	Agree	9	100 %	3.0	0.000
		to a certain extent				
		Disagree				
10. 9	Lack of training for deaf people is one of the reasons why they don't employee them.	Agree	9	100 %	3.0	0.000
		to a certain extent				
		Disagree				

The results from the above table indicate that the mean of the students related to the problems of this field was (2,22). This means that there is a moderate degree of satisfaction towards the economic problems.

It is worth mentioning that higher education students are bound by financial burdens that cannot be ignored, especially deaf and hearing-impaired students that exceed their requirements for the costs of audiovisual devices and medical



examinations in addition to the wages of sign language interpreters. Depending on the researchers' opinions, the cost of living in the Kurdistan region of Iraq and the irregular disbursement of the special needs support in the region have had a significant impact on this category.

Deaf individuals in the Kurdistan region face significant hardships due to a lack of government support, disability welfare, and assistance from local or international organizations. This places a financial burden on their families and limits access to essential services like medical and psychological care. The situation is worse for those who are sole providers for their families, especially in poor countries, where poverty, unemployment, and the high cost or absence of rehabilitation services lead to severe economic and psychological problems.

The government does not provide transportation for students with disabilities in general. The nine students suffer from transport problems and a lack of free government buses. The results of this study are consistent with the results of the study Al-Maliki (2021), which showed that one of the most important challenges for students with visual disabilities is the difficulty of moving to educational institutions and the difficulty of using certain public facilities. These results are also consistent with the results of the study Al-Khalidi (2020), which showed that one of the most important problems facing students with disabilities in general is mobility and mobility problems.

Study recommendations

- ☐ **Enhance collaboration** between the Ministries of Higher and General Education to support deaf students' access to diverse academic departments based on merit.
- ☐ **Develop a preparatory program** for deaf students focusing on linguistic, moral, and psychological readiness before the academic year begins.
- ☐ **Allow access to scientific disciplines** for deaf students rather than limiting them to humanities.
- ☐ **Provide multiple sign language interpreters** in universities and institutes to improve communication and awareness.
- ☐ **Equip classrooms** with supportive devices and modern applications tailored for deaf and hearing-impaired students.
- ☐ **Offer training for faculty** on dealing with students with special needs and understanding their rights.



- ☐ **Conduct workshops for non-disabled students** to teach them how to interact with and assist peers with special needs.
- ☐ **Organize inclusive activities** to help deaf students integrate socially and avoid isolation.
- ☐ **Establish a vocational counseling body** to guide and market job opportunities for deaf students based on their abilities.
- ☐ **Raise public awareness** about the rights of people with hearing disabilities and promote societal integration.
- ☐ **Appoint social workers** to support deaf students by connecting with NGOs and securing necessary resources and services.

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