

# Bullying Among Deaf / Hard Of Hearing: Parents' Perspectives

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## **Abstract**

The purpose of the study is to investigate the level of bullying among Deaf / Hard of Hearing children as perceived by their parents. A descriptive-analytical approach was employed. Participants were 130 parents of Deaf / Hard of Hearing children . To collect and analyze data a 29-item questionnaire was used. Findings indicated that the level of bullying among Deaf / Hard of Hearing children as perceived by their parents was low ( $M = 1.890$ ,  $RW = 37.80\%$ ). There were no differences in the level of bullying of Deaf / Hard of Hearing children as perceived by their parents that may be attributed to parent's gender and educational qualification or child's gender and impairment type. However, significant differences were found with the variable of impairment severity, with the differences being in favor of those with profound impairment. In addition, there were statistically significant attributed to the child's age, with the differences being in favor of the younger age categories.

**Keywords:** bullies , violence , abuse , bullying behavior, Hearing Impairment

## **Introduction**

It is estimated that significant hearing impairment occurs in one to two per 1,000 newborns and in two per 1,000 young children. Children who are deaf or hard-of-hearing (DHH) may manage a spectrum of challenges, including communication difficulties, self-esteem issues, feelings of loneliness, and academic challenges (Bouldin et al.,2021; Eissa, 2017). Low self-esteem and social anxiety have been identified as characteristics of victims of bullying.

Bullying is a form of abuse that involves violence by one person or group of people with the aim of hurting another person, either morally or physically. Bullying has become a common problem: statistics indicate that more than 50 percent of children are either victims of bullying or

are bullies themselves as a result of having previously been victims of intimidation and bullying by their families or peers. Some bullies may have previously been harassed to the point that they felt they were insignificant, causing them to become angry and take out their anger on others. Therefore, to help stop this being a prevalent problem among children (Al-Abadi,2020).

The phenomenon of bullying is characterized by repetition because bullies assume that they are more powerful and always resort to violence and abuse in order to dominate, control, and humiliate their victims. Bullying is widespread among children and, unfortunately, it can have profound negative effects on a child's psyche and future prospects (Al-Abadi, 2020). The causes of bullying are multifaceted and can be psychological,

personal, familial, cognitive, or academic in nature (Al-Qurashi, 2020). In fact, bullying is one of the most serious and widespread problems of recent times and the impact it has on victims can lead to psychological disorders, anxiety, low self-esteem, and loneliness, and cause high rates of school dropout and failure (Al-Magharebah, 2018).

Bullying consists of three basic elements—bullies, victims of bullying, and onlookers—and is more widespread among school students (Chatters & Joo, 2018; Al-Sayed, 2021: 455). The phenomenon of bullying is characterized by repetition, and bullies assume that they are more powerful and always resort to violence and abuse in order to dominate, control, and humiliate their victims. Bullying is widespread among children, and it can unfortunately have profound negative effects on a child's psyche and future prospects (Fadl, 2019; Al-Abadi, 2020).

The causes of bullying are multifaceted and can be psychological, personal, familial, cognitive, or academic in nature (Özer, 2018; Al-Qurashi, 2020). In fact, bullying is one of the most serious and widespread problems of recent times, and the impact it has on victims can lead to psychological disorders, anxiety, low self-esteem, and loneliness and can cause high rates of school dropout and failure (Geckler et al. 2016; Al-Magharebah 2018).

Parents play prominent and important roles in the lives of their children, and they are an essential component in the structure of their family. Children are more affected by their families than by any other community, so families must pay attention to the behavior of their children; if family members notice any signs of bullying, such as reluctance to go to school, low academic achievement, depression, or any unexplained wounds or injuries, they must investigate these signs and carefully check the well-being of their

children (Regional Center for Educational Planning, 2019).

Bullying takes several forms: verbal, physical, social, and online (Małkowska-Szkutnik & Mazur, 2019; Al-Abadi, 2020). Children with special needs fall victim to bullying at a higher rate than those without. As such, the school environment should be adapted for both the deaf and hard of hearing; the deaf are those who suffer a hearing loss of more than 90 decibels, while the hard of hearing have a hearing loss range of 25–90 decibels" (Al-Khateeb & Al-Hadidi, 2021: 91).

The hearing impaired (HI) may struggle to adapt to social situations, with the result that they suffer from several social, educational, and emotional problems, such as a feeling of worthlessness and a lack of self-respect, which can in turn lead to them being victims of bullying. (Al-Dahan, 2018).

### **Problem Statement**

Deaf / Hard of Hearing (DHH) children might be at greater risk for victimization (Kouwenberg et al 2012). Individuals most at risk for victimization are those that are perceived as less powerful or visibly different from the norm. Although children with disabilities are liable to be victimized or imposed to bullying, research published focusing specifically on the problem of bullying with respect to Children with a Hearing Impairment is rare (Bauman, & Pero 2011).

### **Method**

A descriptive analytical method was used, and the study population included 376 parents of HI children in Mecca.

### **Sample**

A convenience sampling method was used to recruit participants. For participants to be included in this study, there were some

criteria: a) Both gender( males and females),b) b)academic qualification Online questionnaires were accessed by graduates and post graduates. All questions must be answered and responded to. The author logged on in order to re-check and eliminate those questionnaires with missing data. Participants were 130 parents HI children(females, n= 108, 83.08%, and

males ,n=22, 16.92%)And their educational qualifications are less than Ba 93 (71.54 %) Ba15 (11.54%) MD 13 (10.00%) PHD9 (6.92%) Doctor 63 (48.46%) and they were alone with a pre- and constructive basis based on the meaning and severity of disability and the age of the children( see Table 1.).

Table 1: Demographic characteristics of the sample

Variable	Category	Frequency	Percentage
Parent's gender	Male	22	16.92%
	Female	108	83.08%
Parent's academic qualification	Lower than bachelor's degree	93	(71.54 %)
	Bachelor's degree	15	11.54%
	Master's degree	13	10%
	Ph.D.	9	6.92%
HI children's age	8–12 years	55	42.31%
	12–16 years	45	34.62%
	More than 16 years	30	23.08%
Impairment severity	Mild	15	11.54%
	Moderate	25	19.23%
	Severe	45	34.62%
	Profound	45	34.62%

### Data collection Instrument

Level of Bullying among Deaf / Hard of Hearing Children **Questionnaire** A 29-item was developed by the author. The questionnaire items were distributed according to four dimensions: physical (4 items), verbal (8 items), social (10 items), and sexual bullying (7 items). The independent variables were the parents' gender and educational qualifications and the children's gender, and impairment type and severity, Level of Bullying was The dependent variable. The first part concerns with the demographic information, while the second parts concerns with the tool's questions. The five-point Likert scale (strongly agree, somewhat agree, disagree,

disagree, strongly disagree) was used to score the survey.

Reliability analysis using Cronbach's Alpha showed that all of the four variables used in this research were physical: Values groups( $\alpha=0.774$ ), verbal ( $\alpha=0.855$ ), social ( $\alpha=0.883$ ) and sexual bullying ( $\alpha=0.862$ ).

A group of 5 experts examined the content validity. They indicated whether questions were, irrelevant, or highly relevant. All items were highly relevant. A content validity index at the item level (I-CVI) = 0.90.

### References

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