



The role of modern sports training in developing some social and emotional skills in deaf and mute children aged 11-14 years

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Abstract

Our study aimed to uncover the role and importance of modern sports training, its methods, and techniques in developing social interaction among children with special needs who are deaf and mute, aged 11 to 16 years. In this research, we included some specific exercises related to modern sports training in the form of semi-sports games to suit the physical characteristics of the children and their disabilities. We proposed these exercises to the teachers and coaches present at the school for visually impaired children in the Ben Jerma neighborhood.

We then suggested a scale to measure communication, empathy, and interaction as a whole among deaf and mute children. In our study, we included some typically developing children from the school for visually impaired children to increase the level of interaction between the deaf and mute children and their typically developing peers. We distributed the social interaction scale to the teachers, who observed the behaviors of the deaf and mute children to assess the changes in social interaction levels. We then collected the questionnaire forms related to the scale and analyzed them using the SPSS statistical analysis program. We concluded the following:

- Modern sports training has an effective role in developing social interaction for deaf and dumb children 11-14 years old.
- Modern sports training has a role in developing social communication skills for deaf and dumb children 11-14 years old.
- Modern sports training has a role in developing cooperation skills for deaf and dumb children 11-14 years old.
- Modern sports training has a role in developing social empathy skills for deaf and dumb children 11-14 years old

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1. Introduction

Various studies have shown the importance of developing social skills in children. (Rosenzweig) believes that there is a so-called critical period during childhood, and if the child does not receive sufficient stimulation during this time, they cannot compensate for the consequences of not investing in this phase. This is because most parts of the brain, for example, become impaired if they are not adequately stimulated at an early age (Naji, 2001, pp. 36-37).

Social and emotional skills are considered among the most important skills that must be imparted to the child, and the foundations of these skills are established during childhood. The child acquires the foundations of proper social interaction during this period. Social skills enable the child to perceive social relationships, understand others, interact with them, and behave appropriately in social and emotional situations, which leads to social adjustment and success in their future social life (Al-Saigh, 2010, p. 121).

The loss of social and emotional skills may directly result in delinquency among adolescents and school dropouts and is associated with forms of maladaptive behavior and mental health issues in later life stages. It has been observed that a deficiency in social and emotional skills leads to behavioral disorders, accompanied

by various psychological and emotional problems such as anxiety, depression, hyperactivity, attention deficit, and learning difficulties. Many psychologists have confirmed that psychological disorders have a social origin (Abdullah, 2001, p. 84).

2. Presentation of the exploratory study

2.1 The issue:

Any child is born with the readiness to empathize with others, interact with them, and share experiences, but this readiness requires the provision of suitable environmental conditions, whether within the family or the kindergarten, for development. This upbringing should be intentional and planned with clear objectives. Providing programs aimed at developing social and emotional skills for children in the kindergarten stage greatly contributes to preparing the child to engage positively with their social environment. It also prepares them for the subsequent school education phase, enabling them to handle the problems they face, which positively reflects on their academic and professional performance later. In the study conducted by McClelland and Merson, which aimed to determine the relationship between a child's acquisition of social and emotional skills in early childhood and their academic performance in elementary school, it was found that children who entered the first grade with a

high level of social skills demonstrated better academic performance than their peers who possessed a limited amount of these skills. (Qatami and Al-Yusuf, 2010, p. 25)

The adaptation of the disabled individual to the circumstances of their illness and environment is aimed at achieving the greatest possible degree of stability, psychological and social independence, effectiveness, and accomplishment within their capabilities. (Badawi, 2007, p. 109)

This process seeks to occur positively by involving the disabled individual in social, emotional, and educational activities, which is the individual's ability to adjust to themselves and the society in which they live. This leads to enjoying a life free from tension and disturbance, filled with enthusiasm. (Ahmed, 1999, p. 28)

"It means a state of happiness in which the individual does not feel anxious, does not exhibit inappropriate behavior and maintains their mental and emotional level in any environment and under various circumstances." (Gaddafi, 1998, p. 168)

From the above, the following questions can be posed:

❖ Does modern sports training play a role in developing social communication skills for deaf and mute children aged 11-14?

❖ Does modern sports training play a role in developing empathy skills for deaf and mute children aged 11-14?

❖ Does modern sports training play a role in developing social cooperation skills for deaf and mute children aged 11-14?

2.2 Research Objectives:

❖ Revealing the role of modern sports training in developing social communication skills for deaf and mute children aged 11-14 years.

❖ Revealing the role of modern sports training in developing empathy skills for deaf and mute children aged 11-14 years.

❖ Revealing the role of modern sports training in developing social cooperation skills for deaf and mute children aged 11-14 years.

2.3 Research Hypotheses:

Modern sports training plays a role in developing social communication skills for deaf and mute children aged 11-14 years.

Modern sports training plays a role in developing empathy skills for deaf and mute children aged 11-14 years.

Modern sports training plays a role in developing social cooperation skills for deaf and mute children aged 11-14 years.

2.4 Research Hypotheses:

- **Human Field:**

Our human field consists of deaf and mute children from the perspective of teachers and staff at the Center for Visually Impaired Children in Ben Germa neighborhood, Djelfa.

- **Spatial Field:**

The spatial field is represented by the school for visually impaired children located in the Ben Germa neighborhood, Djelfa.

- **Temporal Field:**

Our temporal field covers the period from 01/09/2023 to 20/10/2023.

2.5 Previous and Similar Studies

After reviewing many topics in various institutes, especially in sports, we found some similar studies, including:

- **Ibrahim's Study (1995)**

Entitled: The Relationship Between Acquiring Social Skills and Some Variables in Kindergarten Children in Kuwait.

This study aimed to examine the relationship between the acquisition of social skills and some variables among kindergarten children in Kuwait. The researcher selected a random sample of 226

kindergarten children from the first and second levels, with different birth orders in their families. The researcher used the Cohen Social Skills Scale. The researcher reached the following results: there were statistically significant differences between the scores of male and female kindergarten children in favor of females in acquiring social skills (social competence and problem-solving style), there were statistically significant differences between the scores of first and second-level kindergarten children in favor of the second level, indicating that second-level children are better at acquiring social skills (social competence and problem-solving style), and there were statistically significant differences between the birth order groups in favor of the fourth group, which is the only child, as they excelled in the area of problem-solving, which focuses on cooperative commitment versus challenging aggressively.

- **Study (Kascsak, 2012)**

Titled "The Impact of Play Therapy on the Development of Social Skills in Kindergarten Children."

It aimed to identify and determine the effect of play therapy on the social skills of kindergarten children, using a play therapy model and benefiting from the social skills classification system (Gresham & Elliott, 1990).

As for the study sample, children were randomly selected, with 26 in the experimental group and 23 in the control group. The experimental group children were placed in receiving classes for 10 sessions of the play therapy program twice a week over a period of 5 weeks.

Study Results:

It was found that there was no significant improvement in the social skills of children according to the evaluations of teachers and parents using the classification system employed. Therefore, the study concluded that there is no clear evidence of a significant impact of play therapy on the development of social skills. The study highlighted the need for effective programs to assess social skills in all children, not just those who suffer from a deficiency in social skills.

- Al.said Study (2005)

Entitled: The Effectiveness of a Program of Psychomotor Activities in Developing Some Social Skills for Kindergarten Children.

The study addressed social skills, which are considered one of the most important developmental requirements for kindergarten children.

This study aims to verify the effectiveness of a psychomotor activity program in developing some social skills for kindergarten children.

The sample of the study consisted of (40) children who were divided into two groups, one experimental and the other control, while controlling for certain variables among them, such as (age - intelligence - and social, economic, and cultural levels). The study used a set of tools: the Goodenough-Harris Intelligence Scale, the Mohamed Bayoumi Khalil Scale for social, economic, and cultural levels, the social skills scale (prepared by the researcher), and the training program (prepared by the researcher). After applying the tools, statistical processing was conducted using the t-test and calculating the means and standard deviations.

The study concluded that the training program was effective for the experimental group compared to the control group.

3. Theoretical Background of the Study

3.1 Modern Sports Training:

Sports training is "the various educational, developmental, and upbringing processes, and the preparation of athletes and sports teams through planning and practical leadership aimed at achieving the highest levels of athleticism and maintaining it for as long as possible."

It is also "the processes that rely on educational and scientific foundations, which aim to lead, prepare, and develop abilities and athletic levels in all aspects to

achieve the best results in practiced sports." (Hamad, 1998, p. 19)

Training is defined as "all processes that include building and developing elements of physical fitness, learning technique, tactics, and developing mental capabilities within a scientifically programmed and purposeful curriculum subject to educational foundations aimed at bringing the athlete to the highest possible levels of athleticism." (Sukkar, 2002, p. 9)

Mohammed Alawi defines it as: "Sports training is an organized educational and developmental process that adheres to scientific principles and aims primarily to prepare the individual to achieve the highest possible athletic level in sports competitions or in a specific type of sport." (Alawi, 2002, p. 17)

The term sports training is understood as "the laws and systems aimed at preparing the individual to reach a level of achievement through the complete preparation of all the athlete's systems and overall physical health, as well as improving neuromuscular coordination and facilitating the learning of motor pathways, in addition to increasing the individual's production capacity." (Hussein, 1997, p. 78)

3.2 Social and Emotional Skills:

Gresham defines social and emotional skills as "learned and socially accepted

behaviors that enable an individual to interact adequately with others and avoid socially unacceptable behaviors" (Al-Miyahi, 2010, p. 52).

Mr. (1981) defines it as "a coherent system of activity aimed at achieving a specific goal when interacting with others, or it is a process of interaction between one individual and another, engaging in social activities that require skills to align what the other individual is doing with what he is doing and to correct the course of his social activity to achieve this alignment" (Al-Humaidi, 2004, p. 36).

In Abdul Rahman's (1998) definition, it is the individual's ability to initiate interaction with others, express both negative and positive feelings towards them, and regulate his emotions in social interaction situations in accordance with the nature of the situation.

Faraj (2003) defines social and emotional skills as the individual's ability to verbally and non-verbally express his feelings, emotions, opinions, and thoughts to others while simultaneously paying attention to and understanding the verbal and non-verbal messages they send, interpreting them in a way that contributes to guiding his behavior towards them, acting appropriately in social interaction situations, and controlling his verbal and non-verbal behavior in them, adjusting it to help achieve his goals" (Faraj, 2003, p. 63).

3.3 The Importance of Social and Emotional Skills

The importance of social skills lies in their ability to help a child form healthy social relationships with others around him, including peers (children of the same age) and adults, and to familiarize him with his surrounding environment. Social skills also help represent social life, integrate it, and adapt to it so that the child can reach out to others and empathize with them (Nashif, 2001, p. 125).

Additionally, the importance of social and emotional skills is evident in their role as a crucial area for communication and social interaction among children. They serve as a good indicator of mental health and awareness of individual differences among children. These skills help children establish social relationships with others and adults, accept the idea of sharing play, and cooperate. They also assist children in facing their daily challenges. Social skills help represent social life, integrate it, and adapt to it so that the child can reach out to others and empathize with them (Ali, 2010, p. 63).

Moreover, social skills contribute to achieving a significant degree of self-independence, self-reliance, and enjoyment of leisure time. They instill confidence in children and allow them to engage with others in activities that align with their abilities, potential, and mental and physical energies. Social skills are considered

essential for every activity a person undertakes, as they facilitate the flow of activity and enable individuals to carry out difficult and complex tasks (Al-Miyahi, 2010, p. 193).

3.4 Communication with Others

Communication with others is defined as "a process that allows individuals to exchange information in various ways so that all parties involved use a common reciprocal language, including verbal and non-verbal language such as body language and sign language" (Qatami & Al-Yusuf, 2010, p. 27).

It is also defined as "the child's ability to interact with peers in social situations and their ability to form friendships with them and control their verbal and non-verbal behavior flexibly, especially in social interaction situations with peers, and to adjust it according to the developments that occur in those situations, including both verbal and non-verbal communication skills" (Okasha & Abdul Majid, 2012, p. 123).

3.5 Empathy

It is defined as "the ability to distinguish and perceive the feelings of others, including their mood, beliefs, and desires, so that an individual places themselves in the position of others, understanding their perspectives and feeling their emotions" (Qatami & Al-Yusuf, 2010, p. 26).

Fouad Abu Hatab mentions that some social psychologists have added the concept of empathy to "social perception," where empathy involves understanding human and social events, as it is closer to role-playing for the other and taking on the role of the other, which is represented by understanding their cognitive-affective state without the need for immersion in it, as required by emotional participation and social perception (Abu Hatab & Sadiq, 1990, p. 32).

3.6 Collaboration:

It is defined as "an interactive process that occurs between two or more individuals working together to achieve common goals, and it does not necessarily require the presence of a leader" (Qatami & Al-Yousef, 2010, p. 27).

The ability to collaborate and work with others is a necessary social skill, and although parents work to develop it in children, the best environment for its development and learning is through peer groups. Here, the child must have the ability to identify socially acceptable and unacceptable behaviors and the consequences of these behaviors. Each time a child attempts to join a group of peers, they must have the following social information (Kafafi et al., 2008, p. 98):

- They must know how to enter or integrate into the situation.
- They must know how to manage themselves within the group.
- They must know how to withdraw from the situation with socially acceptable behavior.

4. Research Methodology and Field Procedures:

4.1 Study Population and Research Sample:

The study population consisted of 30 teachers, of whom 28 were selected as the research sample, representing approximately 93.3 percent of the study population.

When selecting research samples, two main factors must be considered: the research method and its population. Therefore, this field research focused on understanding and clarifying the method in order to determine the effectiveness of modern sports training in developing communication skills for deaf and mute children.

Thus, the research population was designated according to the requirements of this study, and based on this, the research sample included as shown in the Table:

Table No. (1) shows the average age and professional experience of the research sample

.Breeders	Average age	Professional experience
28	30/50 years	5/10 years

Based on the nature of the research, this study relied on a purposive sample and emphasized expanding the sample as much as possible, so the sample represented 28 teachers out of 30.

4.2 Research Tool:

The research tools are the means through which information related to the research can be collected. This requires gathering the largest possible amount of information and data, as well as reaching the specific facts related to this field study. On this basis, it was necessary to rely on more than one tool, the main one being mentioned.

The questionnaire: The questionnaire is considered one of the most important means in scientific research to obtain highly accurate information. It is also a way through which a number of answers can be obtained for a number of organized questions documented in a form prepared specifically for that purpose, and the respondent fills it out after reading and understanding its content. The questionnaire form was designed to obtain clear answers related to the research topic while avoiding complexity and relying on simplicity by using direct, easy-to-understand words and phrases, free from difficult terms, excessive phrases, or boring questions. This method allows for extracting a certain number of answers based on the questions posed to the respondents, which provides realism

regarding the research topic from the teachers' perspective.

The questionnaire form: The questionnaire form included 20 questions directed to the teachers, divided into three axes:

- Axis One: Social Communication
- Axis Two: Empathy
- Axis Three: Social Cooperation

There are multiple forms of the questionnaire, in which we mostly relied on closed and restricted questions. Closed questions depend on the researcher's ideas and objectives of the research, and the results obtained from them are often in the form of (yes or no) or selecting the correct answer from the options provided to the **respondent. Semi-open questions:** These questions contain two or more branches, with the first branch being closed and the last branch characterized by complete freedom. Open questions: The answers to these questions allow for expressing opinions and give the respondent the opportunity to express themselves freely. Questionnaire distribution method: At the end of formulating the questionnaire and after obtaining the supervisor's approval, we distributed it to the sample members personally or with the help of some colleagues.

5. Analysis and Discussion of Results :

❖ Axis One:

Understanding the Effectiveness of Modern Sports Training in Developing Communication Skills for Deaf and Mute Children Aged 11-14 Years.

Table No. (01): Shows the frequencies, percentages, and Chi-square test for the responses of the respondents regarding the effectiveness of modern sports training in developing communication skills for deaf and mute children aged 11-14 years.

Answer	Frequencies	Ratio	Calculated K ²	Table K ²	Degrees of freedom	Significance level	Significance
Yes	28	100%	19	4.35	1	0.05	Function
No	00	100%					
Total	28	100%					

From the results of the Table, we see that modern sports training for deaf and mute children helps in developing social and emotional skills as the child finds an ample freedom in it and achieves the aspect of entertainment and recreation they seek, with 100% confirming this statement.

• Results Presentation:

From the results obtained in the Table, we notice that 100% of the teachers answered yes, and we see from these results that there is an agreement that sports training has a significant effectiveness in developing communication skills, which is indicated by the results of the Table and as we confirmed in the calculated Chi-square of 19 because it is greater than the tabulated Chi-square of 4.35, and the result was significant.

• Results Analysis:

Answer	Frequencies	Ratio	Calculated K ²	Table K ²	Degrees of freedom	Significance level	Significance
Yes	23	82.14%	6.4	2.83	1	0.05	Function
No	5	17.8%					
Total	28	100%					

❖ Axis Two:

Understanding the effectiveness of modern sports training in developing empathy skills for deaf and mute children aged 11-14 years.

Table No. (02): Shows the frequencies, percentages, and Chi-square test results for the respondents' answers regarding the effectiveness of modern sports training in developing empathy skills for deaf and mute children aged 11-14 years.

Results Presentation:

The Table indicates that modern sports training enhances the child's desire to integrate within the group, becoming social and empathetic towards the community, which is reflected in a percentage of 82.14%, a relatively high figure, while 17.8% see the opposite. This is supported by the results in the Table and as confirmed in the calculated Chi-square of 6.4, which is greater than the tabulated Chi-square of 2.83, and the result was significant.

❖ Axis Three:

Understanding the effectiveness of modern sports training in developing cooperation skills for Table No. (03): Shows the frequencies, percentages, and Chi-square test for the respondents' answers regarding the effectiveness of modern sports training in developing cooperation skills for deaf and mute children aged 11-14 years.

Answer	Frequencies	Ratio	Calculated K ²	Table K ²	Degrees of freedom	Significance level	Significance
Yes	21	75%	13	4.4	1	0.05	Function
No	07	25%					
Total	28	100%					

• Results Presentation:

The Table indicates that modern sports training works on developing cooperation skills among children, as evidenced by the 75% who feel that it helps integrate them within a group or makes the child more social, while 25% see otherwise. This is reflected in the results of the Table, and as we confirmed in the calculated Chi-square

• Results Analysis:

From the results obtained in the Table above, we observe that the majority of teachers agreed on the ability of modern sports training to develop certain empathy skills among deaf and mute children. However, the remaining teachers, who represent a very small percentage of about 17%, believe that modern sports training does not contribute to the development and improvement of social empathy skills for disabled children who are deaf and mute.

of 13, which is greater than the tabulated Chi-square of 4.4, the result was significant.

• Results Analysis:

From the results obtained in the Table above, we notice that the majority of teachers agreed on the ability of modern sports training to develop cooperation skills among deaf and mute children, while

the remaining teachers, who constitute a small percentage of 25%, believe that modern sports training does not contribute to the development and improvement of social cooperation skills for children with hearing and speech disabilities.

5.1 Comparison of results with hypotheses and discussion.

- **Hypothesis One:**

Modern sports training plays a role in developing social communication skills for deaf and mute children aged 11-14 years.

Through Table (01), it is evident that most teachers believe that modern sports training has significant effectiveness in developing communication skills for disabled, deaf, and mute children. This is achieved by integrating deaf and mute children into the group, enabling them to express themselves and their needs, and assisting them in psychological and social rehabilitation.

Therefore, the first hypothesis stating that modern sports training is effective in developing communication abilities among deaf and mute children has been validated.

- **Hypothesis Two:**

Modern sports training plays a role in developing empathy skills for deaf and mute children aged 11-14 years.

Through Tables (02), we find that the majority of teachers believe that modern sports training plays an effective role in establishing social relationships between deaf and mute children and the community. This interaction generates a sense of empathy between deaf and mute children and the community and within themselves, achieving a high level of effectiveness, satisfaction, and joy and enhancing social behavior, which aligns with the views of previous researchers.

This indicates that the hypothesis that modern sports training has a significant impact on empathy skills among deaf and mute children has been validated.

- **Hypothesis Three:**

Modern sports training plays a role in developing cooperation skills for deaf and mute children aged 11-14 years.

Through Table (3), we find that the majority of teachers believe that modern sports training has a significant impact on developing social cooperation skills among deaf and mute children. This allows deaf and mute children the opportunity to express themselves and their needs, collaborate with others to meet life's demands and feel security and love towards others. It fosters a sense of responsibility and awareness of others' needs, encourages openness to society, and enables them to express their opinions and specific needs. Additionally, it helps individuals regain

their physical and mental abilities, making them more accepting of themselves while cooperating with teachers and both normal and non-normal children. Thus, it facilitates their integration and psychological and social treatment. This indicates that the hypothesis that modern sports training plays a role in developing cooperation skills for deaf and mute children has been achieved.

5.2. Results:

It is clear to us the importance of modern sports training and its effective role in energizing and invigorating deaf and mute children through engaging in modern sports activities, which leads the child to unleash their stored energies, allowing them to play without boredom or fatigue. The researcher concluded the following:

- ✓ Modern sports training plays a role in developing social communication skills for deaf and mute children aged 11-14 years.
- ✓ Modern sports training plays a role in developing empathy skills for

deaf and mute children aged 11-14 years.

- ✓ Modern sports training plays a role in developing social cooperation skills for deaf and mute children aged 11-14 years.

5.3 Recommendations:

- Incorporate modern sports training into the curricula for the disabled in general, and specifically for the deaf and mute, as they are closer to the able-bodied.
- Work on providing mechanisms and equipment for modern sports training in centers for deaf and mute individuals.
- Work on forming and updating training for teachers and educators in centers and schools for the deaf and mute.
- Work on providing social specialists and integrating individuals with special needs by attracting able-bodied children to centers for the care of individuals with special needs and increasing their interaction with those individuals, integrating them more with their able-bodied peers.

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