

Guidance and Counseling for Families of Hearing-Impaired Children in Rouiba and Baraki

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Abstract: This study investigates the impact of family guidance and counseling on the psychological, social, and academic adaptation of hearing-impaired children in Rouiba and Baraki, Algiers. Using a descriptive-analytical approach, data was collected from 150 parents and 30 educators through questionnaires. Statistical analyses revealed that families receiving regular counseling showed better adaptation, higher academic achievement in children, and reduced psychological stress. The findings emphasize the critical role of counseling in improving family dynamics and supporting the integration of hearing-impaired children. The study recommends expanding counseling programs and training educators to enhance support for these families.

Keywords: Guidance; Counseling; Families; Hearing-Impaired Children.

الملخص:

تبحث هذه الدراسة في تأثير الإرشاد والتوجيه الأسري على التكيف النفسي والاجتماعي والأكاديمي للأطفال ذوي الإعاقة السمعية في منطقة الرويبة وبراقي بالجزائر العاصمة. باستخدام منهج وصفي تحليلي، تم جمع البيانات من 150 ولي أمر و30 معلماً من خلال استبيانات. كشفت التحليلات الإحصائية أن العائلات التي تتلقى إرشاداً منتظماً أظهرت تكيفاً أفضل، وتحصيلاً أكاديمياً أعلى للأطفال، وتقليلًا في الضغط النفسي. تؤكد النتائج الدور الأساسي للإرشاد في تحسين ديناميات الأسرة ودعم اندماج الأطفال ذوي الإعاقة السمعية. توصي الدراسة بتوسيع برامج الإرشاد وتدريب المعلمين لتعزيز الدعم المقدم لهذه الأسر.

الكلمات المفتاحية:

التوجيه؛ الإرشاد؛ الأسر؛ الأطفال ذوو الإعاقة السمعية.

I- Introduction :

One of the issues that directly impacts children's academic, social, and psychological development is hearing impairment, which calls for the creation of a supportive environment that helps them adjust and successfully integrate into society. Accordingly, family counseling and assistance are regarded as one of the cornerstones of helping families with children who have hearing impairments. It improves the quality of life for their family, helps them cope with the difficulties brought on by their impairment, and helps them comprehend the demands of their children.

In addition to informational support, family counseling also involves psychological and social support, which helps families cope with psychological stress, increase family adaption, and improve communication between family members and the kid with hearing impairment. Additionally, family counseling helps parents become more adept at handling

2. Research Problem:

Hearing impairment is one of the most impactful disabilities on children's linguistic, cognitive, and social development, necessitating comprehensive psychological and educational support for the child and their family to ensure their social and academic adaptation (Abdelfattah, 2015, p. 67). The family is considered the primary actor in the life of a hearing-impaired child, as it is responsible for providing a supportive environment that enhances their emotional and cognitive growth. However, many families face multiple challenges in interacting with their children's auditory and linguistic needs, which increases the psychological and social pressures on family members (Jones, 2018, p. 112). One of the main challenges is the lack of sufficient awareness among some families about effective communication methods with hearing-impaired children, such as using sign language or lip-reading training, which affects the quality of family interaction (Milgrom et al., 2019, p. 89). Additionally, some families lack knowledge about available counseling services and psychological and social guidance, which negatively impacts the child's ability to integrate into society and interact naturally with peers (Glick & Sharma, 2020, p. 198). Studies indicate that families receiving regular counseling support are better able to meet their children's psychological and educational needs, leading to improved family and social adaptation levels for hearing-impaired children (Schumacher & Wilson, 2021, p. 143). Despite efforts in Algeria to support these families, the services provided remain insufficient. Specialized schools face challenges related to a lack of qualified human resources in family counseling and guidance, as well as limited training programs for parents on how to deal with their hearing-impaired children (Boushala, 2017, p. 134).

3. Main Research Question:

Is there a statistically significant impact of family guidance and counseling on the psychological, social, and academic adaptation levels of hearing-impaired children in the schools of Rouiba and Baraki in Algiers at a significance level of ($\alpha \leq 0.05$)?

This main question branches into the following sub-questions:

1. Are there statistically significant differences in family adaptation levels between families receiving regular counseling and those who do not?
2. Is there a statistically significant relationship between the academic achievement of hearing-impaired children and the level of counseling support provided to their families?
3. Is there a statistically significant relationship between the level of psychological stress experienced by families and the level of counseling support provided to them?

4. Research Hypotheses:

Based on the proposed statistical questions, the following hypotheses can be formulated:

4.1.

General

Hypothesis:

There is a statistically significant impact of family guidance and counseling on the psychological, social, and academic adaptation levels of hearing-impaired children in the schools of Rouiba and Baraki in Algiers at a significance level of ($\alpha \leq 0.05$).

4.2. First Hypothesis: There are statistically significant differences in family adaptation levels between families receiving regular counseling and those who do not, in favor of families receiving counseling.

4.3. Second Hypothesis: There is a statistically significant relationship between the academic achievement of hearing-impaired children and the level of counseling support provided to their families.

4.4. Third Hypothesis: There is a statistically significant relationship between the level of psychological stress experienced by families and the level of counseling support provided to them.

5.Importance of the Study:

This research gains its importance from shedding light on the role of family guidance and counseling in improving the lives of hearing-impaired children. It provides a scientific analysis of the level of counseling services offered in specialized institutions and offers suggestions for developing counseling programs that align with the needs of Algerian families. Additionally, it highlights the importance of providing accurate statistical data on the reality of family counseling in Algeria, which contributes to guiding educational and rehabilitation policies toward improving the quality of life for families with hearing-impaired children.

The study also holds significant importance due to the vital role that family guidance and counseling play in improving the quality of life for hearing-impaired children and enhancing their psychological, social, and academic adaptation. The importance of the study is evident in the following aspects:

5.1. Theoretical Importance:

- The study contributes to enriching the scientific literature related to family counseling and the psychological and social adaptation of hearing-impaired children.
- It provides a reference model that helps researchers and specialists understand the relationship between counseling support and family adaptation levels and the academic achievement of hearing-impaired children.
- It highlights the role of the family in improving the quality of life for hearing-impaired children by providing appropriate psychological and social support.

5.2. Practical Importance:

- It helps guide educational policymakers and those involved in family counseling programs toward adopting more effective strategies to support families of hearing-impaired children.
- It offers practical recommendations that can contribute to developing integrated counseling programs targeting families and enhancing their role in improving the psychological, social, and academic adaptation of children.
- It provides scientific data and statistics that can be used to improve educational and rehabilitation policies for hearing-impaired individuals.
- It raises family awareness about the importance of family guidance and counseling and its impact on improving the lives of their hearing-impaired children.

Based on this importance, the study seeks to provide practical and applicable solutions that contribute to developing family guidance and counseling methods, positively reflecting on the quality of life for hearing-impaired children and their academic and social future.

6.Objectives of the Study:

This study aims to highlight the role of family guidance and counseling in improving the psychological, social, and academic adaptation levels of hearing-impaired children in the schools of Rouiba and Baraki in Algiers. To achieve this general objective, the study seeks to accomplish the following sub-objectives:

1. Analyze the impact of family counseling on the psychological and social adaptation of hearing-impaired children by comparing adaptation levels between children whose families receive regular counseling support and those who do not.
2. Study the relationship between the level of family counseling support and the academic achievement of hearing-impaired children to determine the extent of the impact of family guidance on their academic performance.
3. Measure the impact of family counseling in alleviating the psychological pressures experienced by families of hearing-impaired children and analyze the relationship between counseling support levels and stress and anxiety levels among parents.
4. Identify statistical differences in family adaptation levels between families receiving regular counseling and those who do not, helping to evaluate the effectiveness of the counseling programs provided.
5. Provide recommendations for educational policymakers and specialists in family counseling and special education to improve the quality of services offered to families of hearing-impaired children and develop more integrated and effective counseling programs.

By achieving these objectives, the study seeks to provide a comprehensive vision of the importance of family guidance and counseling in improving the quality of life for hearing-impaired children and their families, positively reflecting on their psychological and social adaptation and academic performance.

7.Limitations of the Study:

This study is defined according to the following dimensions:

7.1. Temporal Limitation:

- The study will be conducted during the academic year 2024-2025, during which data will be collected and analyzed to ensure the timeliness and accuracy of the results.

7.2. Spatial Limitation:

- The study will be conducted in the schools for hearing-impaired children in Rouiba and Baraki (Algiers, Algeria), where hearing-impaired children receive education in a specialized school environment.

7.3. Human Limitation:

- The target sample of this study includes families of hearing-impaired children in the two schools, as well as educational counselors and teachers working with this group.

7.4. Scientific Limitation:

- This study belongs to the field of family guidance and counseling in the context of special education, focusing on the role of family guidance and counseling in

improving the psychological, social, and academic adaptation of hearing-impaired children.

8.Previous Studies:

Below is a review and analysis of the most prominent previous studies that addressed the topic of family guidance and counseling for families of hearing-impaired children, divided into Algerian, Arab, and foreign studies.

8.1. Algerian Previous Studies:

1. **Ben Said, Fatiha (2020)** – The Role of Family Counseling in Improving the Psychological and Social Adaptation of Hearing-Impaired Children in Algeria.
 - The study aimed to identify the impact of family counseling on the psychological and social adaptation of hearing-impaired children.
 - Results showed improvement in social and communication skills among children whose parents received regular counseling.
2. **Issaoui, Nawal (2019)** – Family Adaptation of Hearing-Impaired Children in Algerian Educational Institutions.
 - The study focused on the adaptation strategies used by families in dealing with their hearing-impaired children.
 - Results indicated that family counseling helps reduce psychological pressures and improve family quality of life.
3. **Marzouki, Abdelhamid (2018)** – The Role of Family Guidance in Supporting the Academic Achievement of Hearing-Impaired Children.
 - The study examined the relationship between family guidance and the academic achievement of hearing-impaired children.
 - Results confirmed a positive relationship between family support and academic achievement.
4. **Brahimi, Samia (2017)** – Challenges Faced by Families of Hearing-Impaired Children in Algeria.
 - The study analyzed the main challenges faced by families in caring for hearing-impaired children.
 - Results revealed that the absence of family guidance exacerbates psychological and social problems for families.
5. **Zoghbi, Kamal (2016)** – Family Guidance and Counseling as a Tool to Improve Communication Between Parents and Hearing-Impaired Children.
 - The study discussed the importance of counseling programs in enhancing interaction between parents and their children.
 - It concluded that family counseling leads to improvement in sign language and verbal communication for children.

8.2. Arab Previous Studies:

1. **Malham, Sami (2021)** – The Impact of Counseling Programs in Supporting Families of Hearing-Impaired Children in Jordan.

- The study aimed to analyze the effectiveness of counseling programs in improving the psychological well-being of families of hearing-impaired children.
 - Results indicated that families receiving continuous counseling showed a higher ability to cope with their children's needs.
2. **Al-Khalidi, Abdulrahman (2019)** – Challenges Faced by Families of Hearing-Impaired Children in Saudi Arabia.
 - The study addressed the challenges hindering family adaptation, including a lack of knowledge about dealing with hearing impairment.
 - Results emphasized the importance of family counseling in enhancing families' confidence and ability to deal with their children.
 3. **Al-Saleh, Fatima (2018)** – The Impact of Family Guidance on the Academic Achievement of Hearing-Impaired Children in Egypt.
 - The study aimed to determine the relationship between family support and the academic achievement of children.
 - Results showed that children from families receiving regular guidance achieve better academic results.
 4. **Al-Jassem, Nada (2017)** – Family Counseling and Its Role in Improving the Quality of Life for Hearing-Impaired Children in Bahrain.
 - The study focused on the impact of psychological and social support for families on the quality of life of hearing-impaired children.
 - Results confirmed that the existence of family counseling programs leads to reduced anxiety and depression levels in children.
 5. **Al-Zahrani, Youssef (2016)** – Challenges Faced by Families of Hearing-Impaired Children and the Role of Family Counseling in Addressing Them.
 - The study addressed the obstacles faced by families, such as a lack of knowledge about communication methods with their children.
 - Results confirmed that family counseling helps improve communication and social interaction skills for children.

8.3. Foreign Previous Studies:

1. **Smith, J. & Brown, K. (2022)** – The Role of Family Counseling in Supporting Parents of Children with Hearing Impairment.
 - The study analyzed the impact of family counseling on families' ability to adapt to their children's disability.
 - Results showed that family counseling contributes to reducing stress and anxiety levels among parents.
2. **Johnson, P. (2020)** – Family Support and Academic Achievement in Children with Hearing Impairment.
 - The study focused on the relationship between family support and the academic achievement of hearing-impaired children.
 - Results confirmed that effective family support contributes to higher academic performance for children.

3. **Williams, R. (2019)** – Challenges Faced by Families of Deaf Children: A Systematic Review.
 - The study conducted a systematic review of studies on the challenges faced by families in raising hearing-impaired children.
 - Results revealed that a lack of knowledge about dealing with hearing impairment is the primary obstacle.
4. **Taylor, M. (2018)** – Parental Stress and Coping Strategies in Families of Children with Hearing Impairment.
 - The study addressed the levels of psychological stress experienced by families and the coping strategies used.
 - Results confirmed that family counseling contributes to reducing psychological pressures and improving family adaptation.
5. **Anderson, C. (2017)** – Communication Strategies for Parents of Children with Hearing Impairments.
 - The study aimed to analyze the best strategies parents can use to communicate with their children.
 - Results showed that continuous training for families in sign language and lip-reading enhances family communication.

9. Commentary on Previous Studies

9.1. Similarities:

- All studies emphasized the effective role of family counseling in improving the psychological, social, and academic adaptation of hearing-impaired children.
- Most research focused on the importance of counseling programs in supporting families and providing them with the necessary information and skills.

9.2. Differences:

- Some studies focused on the psychological impact of counseling, while others emphasized academic or social aspects.
- Differences in research methods, as some studies used questionnaires, while others relied on interviews or case analysis.

9.3. What This Study Adds (Scientific Gap):

- This study aims to link the impact of family counseling to the academic achievement and psychological and social adaptation of hearing-impaired children in Algeria, contributing to a comprehensive model of the role of family counseling in improving the quality of life for this group.

II– Methods and Materials:

10. Methodology and Study Procedures

10.1. Study Methodology:

This study adopts a descriptive-analytical approach, where the impact of family guidance and counseling on the psychological, social, and academic adaptation of hearing-impaired children is described and analyzed. Statistical analysis is also used to test hypotheses and study the relationship between different variables.

10.2. Study Tools:

The questionnaire was used as the primary tool for data collection and includes three main axes:

1. **Family Adaptation:** Measures the level of family adaptation to the needs of hearing-impaired children.
2. **Academic Achievement:** Evaluates the relationship between the level of counseling support and the academic achievement of children.
3. **Psychological Stress:** Measures the impact of counseling support on reducing psychological stress among families.

The validity and reliability of the questionnaire were verified by presenting it to a group of experts in special education and family counseling, followed by a pilot application on a small sample before the final implementation.

10.3. Study Sample and Population:

The study population includes all families with hearing-impaired children in the schools of Rouiba and Baraki, as well as educational counselors and teachers working with this group.

The target sample was selected using stratified random sampling and includes:

- **150 parents of hearing-impaired children** (75 from each school).
- **30 educational counselors and teachers** working with this group.
- **Total sample size:** 180 participants.

Table (1): illustrating the study population and target sample:

Target Group	Number Rouiba School	from Baraki School	from total
Parents of hearing-impaired children	75	75	50
Educational counselors and teachers	15	15	0
Total	90	90	80

The source :

Notes:

- Stratified random sampling was used to ensure balanced representation of participants.
- The sample includes parents, teachers, and educational counselors working with hearing-impaired children.

10.4. Study Population Characteristics:

The study population consists of all families with hearing-impaired children in the schools for hearing-impaired children in Rouiba and Baraki in Algiers, as well as educational counselors and teachers working with this group.

- **Parents of hearing-impaired children:** Includes all parents with children enrolled in these two schools.

- **Educational counselors and teachers:** Includes all specialists working with hearing-impaired children in the schools, whether in psychological and educational counseling or teaching.

11. Data Collection Procedures:

Data was collected according to the following steps:

1. Preparing and modifying the questionnaire based on scientific feedback.
2. Communicating with school administrations to obtain official approval for conducting the research.
3. Distributing questionnaires to the target sample (both paper and electronic formats).
4. Analyzing data using appropriate statistical methods.

12. Statistical Analysis Methods:

Data was analyzed using SPSS software through:

- **Descriptive statistics** (frequencies, arithmetic means, standard deviations) to describe the data.
- **T-test** to study differences between families receiving regular counseling and those who do not.
- **Pearson Correlation Coefficient** to analyze the relationship between academic achievement and the level of counseling support.
- **One-way ANOVA** to study the effect of different variables, such as socioeconomic level.

III- Results and discussion :

13.Presentation of Study Results, Analysis, and Discussion

14. Presentation and Analysis of Results:

14.1.

First

Hypothesis:

Hypothesis 1: "There are statistically significant differences in family adaptation levels between families receiving regular counseling and those who do not, in favor of families receiving counseling."

Table (2): Analysis of Differences in Family Adaptation Levels

Group	Sample Size (N)	Mean	Standard Deviation	Calculated T-value	Tabulated T-value	Significance Level (α)	Decision
Families receiving regular counseling	80	8.85	5.0	0.702	4.184	1.905	$\alpha \leq$ statistically significant
Families not receiving counseling	70	7.20	5.0	0.8			

The source: RESULT OF SPSS

Analysis**of****Results:**

The results indicate statistically significant differences in family adaptation levels between families receiving regular counseling and those who do not. Families receiving counseling recorded a higher mean (3.85) compared to those not receiving counseling (3.20). The calculated T-value (4.102) exceeds the tabulated value (1.984) at a significance level of 0.05, confirming the hypothesis.

Discussion**of****the****Relationship:**

This result aligns with the findings of (Malham, 2000, p. 45), which indicated that counseling interventions increase families' ability to adapt to the needs of their hearing-impaired children.

14.2.**Second****Hypothesis:**

"There is a statistically significant relationship between the academic achievement of hearing-impaired children and the level of counseling support provided to their families."

Table (3): Analysis of Correlation Between Counseling Support and Academic Achievement

Variables	Number of Participants	on (r)	Correlati Coefficient	Signific ance Level (p)	Decision
Counseling support and academic achievement	150		0.65	0.001	Strong positive relationship

The source: RESULT OF SPSS

Analysis**of****Results:**

The results show a strong positive relationship between the level of counseling support provided to families and the academic achievement of hearing-impaired children, with a correlation coefficient of 0.65 at a significance level of $p = 0.001$. This indicates that increased counseling support is associated with higher academic achievement among children.

Discussion**of****the****Relationship:**

These results are consistent with the study of (Akkasha, 2010, p. 78), which confirmed that continuous counseling for families enhances children's academic performance.

14.3.**Third****Hypothesis:**

"There is a statistically significant relationship between the level of psychological stress experienced by families and the level of counseling support provided to them."

Table (4): Analysis of Correlation Between Counseling Support and Psychological Stress

Variables	Number of Participants	on (r)	Correlati Coefficient	Signific ance Level (p)	Decision
Counseling support and psychological stress	150		-0.58	0.002	Strong inverse relationship

The source: RESULT OF SPSS

Analysis**of****Results:**

The results indicate a strong inverse relationship between the level of counseling support and the level of psychological stress experienced by families, with a correlation coefficient of -0.58 at a significance level of $p = 0.002$. This means that families receiving regular counseling support experience lower levels of psychological stress.

Discussion of the Relationship:

This result aligns with the study of (American Psychiatric Association, 2013, p. 120), which indicated that family counseling helps reduce stress and psychological pressure among families caring for children with special needs.

14.4. General Hypothesis:

Table (5): Results of Testing the General Hypothesis on the Impact of Family Guidance and Counseling on the Psychological, Social, and Academic Adaptation of Hearing-Impaired Children

Independent Variable	Dependent Variables	Mean ($\bar{X}$)	Standard Deviation (S)	Standardized value	Calculated T-value	Tabulated value ($\alpha = 0.05$)	Statistical Decision
Family guidance and counseling	Psychological adaptation	5.20	3.5	7.8	4.32	4	Statistically significant
Family guidance and counseling	Social adaptation	3.45	3.2	8.1	3.87	4	Statistically significant
Family guidance and counseling	Academic adaptation	7.10	3.5	6.9	5.21	4	Statistically significant

The source: RESULT OF SPSS

15. Analysis of Results:

- The results indicate a statistically significant impact of family guidance and counseling on the psychological, social, and academic adaptation of hearing-impaired children.
- The calculated T-values exceed the tabulated values at a significance level of $\alpha \leq 0.05$, meaning that family guidance and counseling have a significant impact on children.
- These results confirm that families receiving regular guidance and counseling contribute positively to improving the adaptation of their hearing-impaired children.

IV- Conclusion:

16. Conclusion:

The quantitative and statistical results indicate that family guidance and counseling have a statistically significant positive impact on the psychological, social, and academic adaptation levels of hearing-impaired children, supporting the study's general hypothesis. The analyses also showed that families receiving regular counseling support experience better family adaptation, and counseling support enhances children's academic achievement while reducing psychological stress among their families.

Based on these results, the study recommends enhancing family counseling programs and raising awareness of their importance through training campaigns for families and educational counselors.

17. General Conclusion:

The results of this study confirm that family guidance and counseling play a crucial role in improving the psychological, social, and academic adaptation levels of hearing-impaired children. Statistical analyses demonstrated a significant impact of these counseling programs on various

aspects of the children's adaptation, reflecting the importance of supporting families and enabling them to address the challenges of hearing impairment.

The study showed the following:

- **Psychological adaptation** is better among children whose families receive continuous counseling, reducing their levels of anxiety and stress.
- **Social adaptation** improves as families are educated about effective communication methods, enhancing the child's integration with peers and society.
- **Academic achievement** increases among children whose families receive regular guidance, indicating the role of counseling in creating a supportive educational environment tailored to their needs.

18. Recommendations:

Based on these findings, the study recommends the following:

1. Enhancing family counseling programs and expanding them to all families of hearing-impaired children to ensure they receive the necessary support.
2. Training educational counselors on effective strategies for providing psychological, social, and educational support to families of hearing-impaired children.
3. Incorporating family counseling into educational policies in specialized institutions to improve the quality of education and rehabilitation for this group.
4. Conducting future studies targeting larger samples to compare the impact of family counseling in different environments, contributing to generalizing results and developing more effective educational policies.

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