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Ministry of Higher Education  
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**A Comparative Study of Some of the  
Personal, Cognitive, and Social Variables  
of Integrated and Non-integrated Hard  
of Hearing Females in Riyadh City With  
Setting Out a Proposed Vision for  
Integration**

**A Thesis submitted in fulfillment of the requirements for  
the PhD. Degree in Psychology**

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## Thesis Abstract

This study aims to identify the effect of academic integration on some personal, cognitive, and social variables of hard of hearing females in Riyadh City, and it further aims to visualize a proposal for integrating hard of hearing females in the Kingdom of Saudi Arabia.

The study problem is delimited to the following two major questions:

First: Are there any differences between integrated and non-integrated hard of hearing females in some personal, cognitive, social variables?

This question branch in the following sub-questions:

- A- Is there an impact of each of: the type of sample (integrated and non-integrated), school grade (fourth, fifth, sixth), and the interaction among them on the concept of the self with its sub-classes and its overall class for the hard of hearing females students?
- B- Is there an impact of each of: the type of sample (integrated and non-integrated), school grade (fourth, fifth, sixth), and the interaction among them on academic achievement as sub-subjects (theoretical, scientific, and practical) and as an overall class for the hard of hearing female students?
- C- Is there an impact of each of: the type of sample (Integrated and non-integrated) and grade (fourth, fifth, sixth) and the interaction between them on the school social behavior with its sub-classes and overall class for the hard of hearing female students?

Second: What are the requirements for a successful integration of hard of hearing females in the regular school in the Kingdom of Saudi Arabia?

To answer these questions, the researcher used the descriptive method, comparative causal, where the study sample included (98) Student hard of hearing female in the upper grades of the elementary school, of whom (44) go to regular elementary school, and (54) students go to private institutions. The researcher applied the self-concept scale (Beers - Harris), school social behavior scale (prepared by the researcher) on the sample after verification of their validity and stability as well as to the marks of academic achievement.

After treatment of the data using the statistical analysis of variance and two-way test of Scheffe post-comparisons, the study revealed the following findings:

- 1- There is no statistically significant impact of each of: the type of sample (Integrated and non-integrated) and the grade (fourth, fifth, sixth) and their interaction on the overall degree of self-concept and the student's behavioral self and social self dimensions with the hard of hearing females.
- 2- There is no statistically significant impact for the type of sample on each of the following dimensions: (Cognitive self, physical self, happiness, and satisfaction), where differences among the hard of hearing female students in favor of the non-integrated female students over the integrated female students. No statistically significant impact for different grades (fourth, fifth, six) nor the interaction between the type of sample and the grade on these dimensions has come out.
- 3- There is no statistically significant impact for the type of sample (Integrated and non-integrated) on the dimension of anxiety. There is a statistically significant impact of school grade hard of hearing female students on this dimension where the fifth grade female students are more anxious than the fourth and sixth grades' female students. There is no statistically significant impact for the interaction between the type of sample and the grade on this dimension.
- 4- There is a statistically significant impact for each of: the type of sample and the grade on the degree of hard of hearing female students' academic achievement in theoretical subjects where there are differences between integrated and non-integrated in favor of non-integrated. There are also differences at the level of school grade, while there are no statistically significant impact for interaction between sample type and grade. Study on the academic achievement in theoretical subjects.