

A RECREATIONAL SPORTS CURRICULUM TO REDUCE THE FEELING OF PSYCHOLOGICAL AGING FOR PEOPLE WITH HEARING DISABILITIES AGED 14-16 YEARS

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ABSTRACT

The present study aims at identifying the level of psychological aging among young people with hearing disabilities, assuming that there are no differences in the level of psychological aging among deaf-mute males and females. 20) male and female students divided into 10 males and 10 females. The researcher used a research tool, which is the scale of psychological aging, relying on the sources and references related to the study variable, and after conducting the scientific foundations on it, the scale was applied to a research sample for the period from 10-17-2021 to 12-26-2021 with the help of the assistant staff, and then the researcher extracted and tabulated the data for the purpose of processing it statistically using the statistical bag (SPSS). After interpreting the results, the researcher concluded that young men have a lower level of psychological aging than females, and also found that the recreational training curriculum had a positive effect by reducing the level of psychological aging in them at a remarkable rate. Thus, the researcher recommended the use of recreational sports programs in institutes on an ongoing basis, as well as Urging to practice sports activities by providing closed gyms inside the institutes and urging students to practice sports.

INTRODUCTION AND SIGNIFICANCE OF THE STUDY

The period of first adolescence is one of the most important periods of youth that a person goes through during his life, because it is the period in which some of his goals or aspirations are revealed. Psychological aging is one of the psychological and social phenomena that individuals may feel in the youth period to varying degrees, and it causes him feelings of depression and makes it difficult for the individual to control the environmental and surrounding conditions, or he suffers from a deficiency in personal growth, and this is one of the indicators of the existence of psychological aging (Al-Khalidi 2001: 12). Most studies have indicated that practicing sports activities is one of the most important activities that help the individual get out of his isolation and form social relationships, as well as help to increase self-confidence and a sense of happiness. Psychological influence on the development of his personality. Thus, the importance of the current research in finding out whether the practice of sports activities has an effect on reducing the feeling

of psychological aging for individuals with total hearing disability. Is there a difference between males and females in the level of feeling of psychological aging? Here, the researcher tended to prepare an entertaining sports curriculum to reduce the feeling of psychological aging for people with hearing disabilities at the ages of 14-16 years.

RESEARCH PROBLEM

Through the researcher's continuous follow-up of all that is new from studies and research at the level of psychological phenomena studied in the Iraqi environment by reviewing the results of the studies that I reached, including the study (Halim Sakhil 2016) and the study (Hussein 2010), as it showed the existence of this phenomenon among young people in a way that calls for to search for it and investigate it for the different groups of society, including the deaf and dumb youth category. Therefore, the researcher resorted to studying this phenomenon by determining the level of psychological aging among students, and whether recreational sports programs have a role in reducing the level of feeling of it.

RESEARCH OBJECTIVE

The main objective of the present study is identifying the level of psychological aging among male and female people with hearing disabilities at the Al-Amal Institute in Al-Qadisiyah.

RESEARCH HYPOTHESES

1. There is no significant difference in the level of psychological aging for people with hearing disabilities, according to the gender variable.
2. There is no significant difference between the pre and post measurement in testing the level of psychological aging for students with hearing disabilities who practice the sports entertainment program.

RESEARCH LIMITS

1. **The human field:** students from Al-Amal Institute for the Deaf and Dumb in Al-Qadisiyah Governorate for the academic year 2021-2022.
2. **The spatial field:** the classrooms and the playground of the Al-Amal Institute for the Deaf and Dumb.
3. **Time range:** 10-10-2021 - to 11-26-2021.

TERMS DEFINING

- Psychological aging “is the negative emotions and feelings that accompany the aging stage, which young people feel and feel, and which keep them away from the feelings and feelings of the youth stage” (Hussein, 2010: 173).

- Psychological aging: a set of behavioral indicators and psychological characteristics that indicate youth's loss of environmental empowerment, low expectations of social competence, deficiency in personal growth, feelings of depression and dissatisfaction with life, which distances them from the feelings, feelings and behaviors of their age and brings them closer to the negative psychological characteristics and changes associated with aging (Al-Ankoushi 2015: 16).

RESEARCH METHODOLOGY AND ITS FIELD PROCEDURES

The Study Methodology

The experimental researchers with two experimental groups will use one of them adjusting the other to suit the nature of the problem.

Sample and Community of the Study

The researcher identified a community and the sample of the study, and they are the students of Al-Amal Institute for the Deaf and Dumb in Al-Qadisiyah Governorate for the academic year 2021-2022. Their number is 20 male and female students, 10 male students and 10 female students. As shown in Table (1) below:

Table (1) Shows the Number of Respondents and The Colleges to Which They Belong

Educational level	Males	Females	Total
<i>First Intermediate</i>	2	1	3
<i>Second is Intermediate</i>	4	2	6
<i>Third Intermediate</i>	4	7	11
<i>Total</i>	10	10	20

Research Instruments

Psychological Aging Scale

In order to study the psychological phenomenon known as psychological aging, the researcher resorted to relying on the measurement of psychological aging prepared by (Al-Ankoushi.2016), as it was presented to a group of experts, not to extract apparent honesty, as approval was obtained for the paragraphs of the scale by (100%), and this is considered High fidelity indicator. Then the researcher proceeded to extract the stability of the scale by applying the scale to a group of 30 students from Al-Amal Institute for the Deaf and Dumb from outside the main research sample. Extracting the total responses of individuals in the two applications and tabulating them using the simple Pearson correlation coefficient.

The Final Version of The Scale

After conducting the scientific foundations of the psychological aging scale, the scale became composed of 50 items with three alternatives and alternative correction keys (zero, 1, 2), with a hypothetical average of (50), as shown in Appendix (1, 2, 3).

Sports Entertainment Curriculum

The researcher prepared an entertainment curriculum commensurate with the ages of the two research samples, including 10 training units, two units per week, for a period of five weeks. Achieving the highest degree in it, which contributes to increasing self-confidence, which in turn is reflected in participation with enthusiasm and continuous interaction with the variables of the curriculum.

THE MAIN EXPERIMENT

After making sure that the scale is correct and appropriate for the research sample, and after challenging the numbers and types of the research sample, the researcher, with the assistance of the assistant staff, applied the scale on a research sample before applying the recreational and sports curriculum in the hall of the Institute of Hope for the Deaf and Dumb, and then the curriculum prepared for the period from 5/10 to 26/ 11/2021 After completing the application of the vocabulary of the recreational curriculum, the measure of the level of psychological aging was re-applied to the same sample and in the same physical conditions, and after the responses of the sample were treated and corrected and classified for the purpose of processing them statistically.

PRESENTATION, ANALYSIS AND DISCUSSION OF THE STUDY RESULTS**The First Hypothesis**

To answer the first hypothesis, which states (there is no significant difference in the level of psychological aging for people with hearing disabilities, depending on the gender variable), the researcher applied the law (T-test) for one sample, as shown in Table (2).

Scale	No. of Individuals	Hypothetical Mean	Arithmetic Mean	Std. Dev.	Calculated Value.	Sig.
	Males	50	53.369	10.675	2.19	Valid for the Arithmetic Mean
<i>Psychological Aging</i>	Females	50	56.897	13.435	3,412	Valid for the Arithmetic Mean

From the above table, the value of the arithmetic mean for the research sample was (53.369) with a standard deviation (10.675) with a hypothetical mean of (50). When using the (T) law for one sample, there were differences in favor of the arithmetic mean. This indicates that the students of Al-Amal Institute for the Deaf and Dumb "are distinguished by a higher level of aging than the average hypothesis. The researcher attributes this to the students' contemporary" a difficult period in the contemporary history of Iraq before, during and after the political and social change that occurred in the year (2003), with all the pressures in this era. Psychological, social, political and economic that made them live in constant anxiety and fear about their lives, their future and their destiny because of the acceleration of the events they went through and the changes they experienced, according to the interpretation of the existential theory. Which believes that when an individual faces these frustrations and psychological conflicts, he exhibits unusual behaviors that may sometimes contradict what he aspires to or what society hopes of him (Halim, 2016: 126).

The Second Hypothesis

To answer the second hypothesis, which states: "There is no significant difference between the pre and post measurement in testing the level of psychological aging for students with hearing disabilities who practice the recreational and sports program." The researcher applied the (T.test) law to two interrelated samples and got the results as shown in Table (4) shown below:

Scale	No. of Individual s	Pre-Test		Post-Test		Calculated Value	Sig.
		Mean	Dev. Std.	Mean	Dev. Std.		
<i>Psychological Aging</i>	20	54.709	11.715	49.039	9.332	3.962	0.004

From the above table, the value of the arithmetic mean for the research sample in the pre-measurement was (54.709) with a standard deviation (11.715), while the arithmetic mean in the post-measurement was (49.039) with a standard deviation (9.332). (0.05) This indicates that the students who applied the sports recreational approach reduced the level of their psychological aging feeling, and this is a result of their active participation in sports recreational exercises, which greatly increased their self-confidence, and this was reflected in a turn on the low level of social isolation that they felt, which affected positively on their psychological state.

This shows us the role of practicing sports activities effectively, as (Al-Salhi, 2017) sees the importance of the role of practicing sports activities in reducing the level of psychological aging, as the individual (male and female) engaged in sports activities, usually with other individuals or club halls in which individuals participate in Training and playing, as it provides them with greater opportunities for social relations, increasing interdependence and discussions between these

individuals, enhancing the spirit of competition and increasing self-confidence by acquiring motor skills and communicative social skills. (Al-Salhi, 2017: 19).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The percentage of individuals with a level of psychological aging (males and females) who are deaf and dumb was greater than the average level of the society in which they live.
2. The practice of sports activities has a significant role in reducing the level of psychological aging among students from Al-Amal Institute for the Deaf and Dumb.
3. The individuals practicing sports activities effectively had a lower level of psychological aging than those who did not practice sports activities effectively.

Recommendations

1. Working on urging educational institutions to give serious and escalating interest in sports activities within these institutions
2. Identifying individuals who are characterized by psychological aging (males and females) and intensifying recreational and sports programmes
3. Studying the effect of the level of psychological aging on the achievement of university students.

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Appendix (1)

The Final Psychological Aging Scale

Dear Student,

We put in your hands a set of social situations that we would like you to answer honestly, and you must answer them with what you really feel, knowing that this is not a test of your ability or level of achievement, but rather it is intended to identify your feelings towards yourself. Therefore, we hope that you read the situations accurately and answer them objectively so that they really reflect the nature of your behavior, and do not leave any paragraph unanswered, and that the answers to them will be confidential and will be used for scientific research purposes only, so there is no need to mention the name.

Example of the answer method:

Item	Alternatives
1	A <input checked="" type="checkbox"/> B C

When I am with my family:

- A. I feel lonely and alienated while I am with them.
- B. I am glad to be among them.
- C. My existence is habitual and a moral obligation.

The example above shows you how to answer. You should read the situation in the scale and put an (X) in the appropriate place on the separate answer sheet. If alternative (a) represents your behavior in that situation, put a sign as shown above.

1	When I can't solve a specific problem, I:	
	A	I admit my inability and leave it completely.
	B	I try to solve it many times.
	C	I tend to consult others in solving it.
2	Among the most important new projects for me:	
	A	Origin in marriage and founding.
	B	B. My religious duties.
	C	c. Study opportunity.
3	My desire for life and my view of it:	
	A	I have wonderful opportunities in life that I have to invest.
	B	My life fluctuates between happiness and sadness for no reason.
	C	I am as happy now as I was when I was younger.
4	When I look to the future while I am in the last stages of my studies, I:	
	A	I expect to add another figure for the unemployed.

	B	I count on success to live the future with a bright vision.
	C	I spend my time with my friends.
5	My current life is:	
	A	More depressing than before.
	B	Less gloomy than before.
	C	happier than before.
6	If I have free time, I tend to:	
	A	I'm trying to finish my homework.
	B	Sleeping too much.
	C	Practicing my hobbies and entertaining myself.
7	If I look at the world and its affairs on the basis of luck and chance, I expect that bad luck:	
	A	It will haunt me and make me the most miserable creature in it.
	B	One coincidence, I think things will improve after that.
	C	I see that life is work and struggle, not just chance and luck.
8	When I go to sleep:	
	A	I sleep soundly and comfortably.
	B	My sleep is not distinguished from the sleep of others.
	C	My sleep is broken and disturbed.
9	Failure often causes me to:	
	A	Success in life.
	B	Despair, helplessness and melancholy.
	C	Perseverance and determination to succeed.
10	I have no future goals because:	
	A	I stopped making any changes in my life a long time ago.
	B	Busy investing in the present.
	C	I don't care what the future holds.
11	When I think about my life path, I feel like:	
	A	Full of goals to be achieved.
	B	Will be better in the future.
	C	It hasn't changed in a very long time.
12	When I am with my family:	
	A	I am glad to be among them.
	B	My existence is habitual and a moral obligation.
	C	I feel lonely and alienated while I am with them.
13	The older I get:	
	A	Light a new candle.
	B	Experience added to my experiences in life.
	C	I feel a little tired.

14	When the institute allows group travel:	
	A	I subscribe courtesy of my colleagues.
	B	I do my best to organize it and show it properly.
	C	I try not to subscribe and look sluggish.
15	I feel the desire to belong to civil society organizations because they:	
	A	Just a place to spend my free time.
	B	The best way to express my personality and ambition.
	C	It makes me feel comfortable to be with the people and the community around me.
16	Always advise others to:	
	A	Interest in studying and planning for the future.
	B	Avoid mixing with others.
	C	Obedience to parents, elders and clergy.
17	When I do any physical action, I feel:	
	A	I have physical energy for extra work.
	B	Tired of the least effort I make.
	C	Satisfied with what you've done at the bare minimum.
18	My feeling about time is:	
	A	Time is of no importance.
	B	Time is very important.
	C	Time matters when I'm with my colleagues.
19	The more I socialize with others, I:	
	A	I'm afraid it will cause me a lot of problems with them.
	B	I feel happy when my friends are increasing.
	C	It does not excite me that my social relations increase or decrease.
20	When I am among others:	
	A	My presence is a compliment to others.
	B	I enjoy as much as possible.
	C	I feel lonely and miserable.
21	When I listen to a lecture, I:	
	A	I get distracted during it, and it's hard for me to get it back.
	B	I focus entirely on what is thrown into it.
	C	I only understand what I can understand.
22	When I am in a discussion or dialogue session, I:	
	A	Success in life.
	B	Despair, helplessness and melancholy.
	C	Perseverance and determination to succeed.
23	I have no future goals because:	
	A	I share them as far as I am concerned.

	B	I hesitate to participate and facilitate my excitement.
	C	I share their opinions and discussions with others.
24	The challenge in my academic activities:	
	A	Excitement to my nervousness and tension to me.
	B	Tact and competition in the academic field
	C	The challenge does not excite me.
25	When I reflect on my thoughts, I:	
	A	I find my thoughts fit with my nature.
	B	I don't know the truth of my thinking.
	C	I don't pay much attention to what I think.
26	When I do some things:	
	A	I leave the evaluation of my work to others.
	B	I tend to rate what you've done.
	C	I feel bored and monotonous about it.
27	I can express life as:	
	A	I must revive it.
	B	Beautiful with the beauty of nature.
	C	It causes boredom, sadness and fatigue.
28	The more I socialize with others, I:	
	A	I find my thoughts fit with my nature.
	B	I don't know the truth of my thinking.
	C	I don't pay much attention to what I think.
29	When I evaluate my life experiences, I see:	
	A	It's the loneliest period of my life.
	B	The things I do are as interesting to me as ever.
	C	Most of the activities I do are routine and boring.
30	When the result of the exams approaches, I:	
	A	I make sure that the result is outstanding.
	B	I don't care what the outcome will be.
	C	I just succeed.
31	When I listen to a lecture, I:	
	A	I get distracted during it, and it's hard for me to get it back.
	B	I focus entirely on what is thrown into it.
	C	I only understand what I can understand.
32	When I encounter difficulties in life, I:	
	A	I leave it to the circumstances.
	B	I am making many attempts to solve it.
	C	I can't get over it.

33	I live my life:	
	A	Day by day I don't think about the future.
	B	To create a better future.
	C	I live it how I agree.
34	If I could rate my stage of life:	
	A	I'm still young.
	B	The stage I am going through is the most depressing in my life.
	C	An undergraduate level that must be taken.
35	I feel the desire to belong to civil society organizations because they:	
	A	Just a place to spend my free time.
	B	The best way to express my personality and ambition.
	C	It makes me feel comfortable to be with the people and the community around me.
36	When I do any physical action, I feel:	
	A	I have physical energy for extra work.
	B	Tired of the least effort I make.
	C	Satisfied with what you've done at the bare minimum.
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	C	Satisfied with what you've done at the bare minimum.
47	My feeling about time is:	
	A	Time is of no importance.
	B	Time is very important.
	C	Time matters when I'm with my colleagues.
48	When I look back at what has been achieved in my life:	
	A	I am disappointed in her.
	B	I feel satisfied and happy.
	C	I still have a lot to achieve.
49	When I get up in the morning, I feel:	
	A	I feel energetic and energetic.
	B	The beginning of my day is the end of it.
	C	General weakness in my body parts.
50	As I live my day, I think:	
	A	Hope and optimism will continue despite my failure.
	B	Natural events and things that often happen to anyone.
	C	The source of all my frustrations.