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(125) (90) 215
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 (0.05 ≥ α)
 54-35 (0.05 ≥ α)
 54-35 90
 (0.05 ≥ α)

.2008; Martin and Clark, 2009; Smith, 2007)

Hard Deaf
 .of hearing
 (English,
 15 .2007; Kirk, Gallagher, and Anastasiow, 2003)
 69
 70 .(2010)
 (Northern (Bess and Humes, 2008; DeBonis and Donohue,
 .and Downs, 2002)
 .2011/8/23 2010/9/29
 *

(Northern and Downs, 2002)

(Moore, 2001)

(Hallahan, Kuffman, and Pullen, 2009; Heward, 2006; Moore, 2001)

Postlingually

Prelingually deafness
deafness

(Stach, 2009)

(Smith, 2007)

(Andrews, Leigh and Weiner, 2004; Reya, Knoblauch, Jouventa, Colletc and Dubal, 2009; Scheetz, 2004)

18

54

35

Hearing Aid

(Northern and Downs, 2002)

55

(Moore, 2001)
69

(Northern and Downs, 2002)

Hearing Aid

(Moore, 2001)

89 70

(Northern and Downs, 2002)

(Moore, 2001)

90

.(Smith, 2007; Hallahan, Kuuffman, and Pullen, 2009)

.(McLoughlin and Lewis, 2008; Moores, 2001)

(Heward, 2006; Kirk, Gallagher,
and Anastasiow, 2003; Northern and Downs, 2002
).(2009

(McDermott, Williams,
Kuo, Reid, and Proops, 2009; Gordon- Salant and
.Proops, Reid, and Callahan, 2009; Ho, Monksfield,
Egan, 2009)

(Schrimmer, 2001; Vernon and Andrews, 1990)

- .1
- .2

.3

.4

.(Paul, 2007)

.5

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 () 54- 35 -1
 () 69 - 55 -2
 () 89 - 70 -3
 () 90 -4

.(2004

/ /
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(Smith,

/
 90

.2007)

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(Hallahan, Kauffman, and

/

.Pullen, 2009)

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.(Heward, 2006)

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89-35

89-35

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.(Heward, 2006)

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(McDermott, Kuo, Reid, and Proops, 2009)

Williams,

182

15.1-2

(McDermott, Williams, Kuo, Reid, and Proops,

2009)

(Knoblauch, Jouvent, Collet, and Dubal, 2009

84

Reya)

32

13

25

19

6

7

7

(Reid, and Ho, Monksfield, Egan, Proops, 2009)

(Monksfield, Ho, Reid, and Proops, 2009)

50

111

(Ahlstrom,

Horwitz and Dubno, 2009)

(de Worlf, Leijendeckers, Mylanus, Hol,

Snik, and Cremers, 2009)

21

211

(Gordon- Salant and

-
Callahan, 2009)

43	51	15	82-59
:	:		
	.1		
	.2		
	.3	(Proops, 2009 Reid, and Egan, Ho, Monksfield)	
	.4		
	.5	Benefit Glasgow Inventory	
	.6		93
	.7		
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	.8		
	.9		
	.10		
	.11		215
	.12	8	(125) (90)
	.13		18
	:		
	.14		
	.15		
	.16	(Gordon- Salant and Callahan, 2009)	-
	.17	(Ahlstrom, Horwitz and Dubno, 2009)	
	.18	(Proops, .Ho, Monksfield, Egan, Reid, and 2009)	

	.40	.19
	.41	.20
	.42	.21
	.43	:
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	.(.23
0.75	(4 /3)	.24
		.24
(3.26 -2.51)	(4 -3.27) :	
	(1.75-1) (2.50 -1.76)	.25
		.26
12		.27
		.28
10		.29
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	"	.30
	"	.31
	"	.32
	"	.33
	"	.34
	"	.35
	"	.36
	"	.37
	"	.38
	"	.39

: (1) 20
(1)

0.86	
0.88	
0.84	
0.90	
0.81	
0.86	

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0.90 0.81

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(x)

(2)

(2)

0.83	3.02	
0.79	2.98	
0.82	3.06	
0.76	2.95	
0.78	2.90	
0.75	2.97	

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-10 10) : •
 54-35) : •
 90 89-70 69-55 : •
) : •
) : •

(2)

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 (3)

0.643	213	0.464	0.78	2.99	0.90	3.05
0.278	210	1.087	0.75	2.93	0.84	3.05
0.043	207	2.039	0.78	2.96	0.86	3.20
0.311	210	1.016	0.70	2.91	0.84	3.01
0.980	210	0.01	0.72	2.90	0.86	2.90
0.318	213	1.001	0.69	2.92	0.82	3.03

: (3)
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(4) α) 2.039 ()
 .(0.05 ≥
 .296 3.20
 (5)
 (4)

	15	14 - 10	10			
	0.72	3.07	0.84	3.05	0.79	3.19
	0.55	3.22	0.73	2.98	0.75	3.19
	0.64	3.22	0.83	3.04	0.66	3.36
	0.55	3.08	0.71	2.97	0.69	3.12
	0.71	3.05	0.72	2.82	0.72	3.01
	0.54	3.12	0.73	2.94	0.63	3.18

(4)
)

(5)

(5)

0.635	0.46	0.29	2	0.58
		0.64	130	83.26
			132	83.84
0.197	1.65	0.81	2	1.62
		0.49	128	63.02
			130	64.64
0.085	2.52	1.37	2	2.75
		0.55	128	69.84
			130	72.59
0.517	0.66	0.30	2	0.60
		0.46	128	58.32
			130	58.92
0.250	1.40	0.72	2	1.43
		0.51	128	65.47
			130	66.90
0.151	1.92	0.83	2	1.67
		0.43	130	56.38
			132	58.05

() (5)
 $\alpha \geq 0.05$

(6)

:

:4

(7)

(6)

	90	89-70	69-55	54-35			
0.92	2.87	0.68	3.25	0.68	3.23	0.34	3.59
0.81	3.03	0.68	3.16	0.69	3.09	0.50	3.37
0.90	3.06	0.56	3.34	0.80	3.16	0.33	3.52
0.80	2.85	0.52	3.21	0.63	3.17	0.61	3.37

90		89-70		69-55		54-35	
0.80	2.80	0.63	3.12	0.77	3.06	0.68	3.10
0.81	2.88	0.51	3.23	0.64	3.14	0.42	3.38

((6)

(7))
(7)

0.007	4.22	2.47	3	7.40
		0.58	130	75.94
			133	83.35
0.454	0.88	0.46	3	1.38
		0.52	128	66.82
			131	68.20
0.143	1.84	1.05	3	3.16
		0.57	128	73.13
			131	76.28
0.019	3.45	1.59	3	4.78
		0.46	128	59.12
			131	63.90
0.167	1.71	0.94	3	2.82
		0.55	128	70.18
			131	73.00
0.023	3.27	1.46	3	4.37
		0.45	130	57.96
			133	62.33

(0.05 ≥ α) () (7)
 54-35 (0.05 ≥ α)
 90 ()
 (6) 3.27 3.45 4.22
 54-35
 90 3.59 .(8)
 .2.87 (8)

$\geq \alpha$)				(0.05 $\geq \alpha$)	
54-35		(0.05		54-35	
	90				90
	(6)			(6)	
	54-35			54-35	
		3.38			3.37
	.2.88		90	.2.85	
			(8)		90

	90	89-70	69-55	
*0.72		0.34	0.36	54-35
0.36		0.03-		69-55
0.38				89-70
*0.52		0.16	0.20	54-35
0.32		0.04-		69-55
0.36				89-70
*0.50		0.14	0.23	54-35
0.27		0.09-		69-55
0.36				89-70

:
:5

()
(9)
(9)

0.081	135	1.76-	0.69	3.33	0.84	3.04
0.443	133	0.77-	0.67	3.17	0.75	3.06
0.400	133	0.84-	0.65	3.27	0.79	3.13
0.101	133	1.65-	0.62	3.23	0.72	2.99
0.050	133	1.97-	0.67	3.17	0.75	2.87
0.064	135	1.87-	0.63	3.25	0.70	2.99

(9)

1.97- ()
(0.05 $\geq \alpha$)

3.17

.2.87

:1

:3

()
($0.05 \geq \alpha$)

(Moore, 2001; Northern and Downs, 2002)

(McDermott,

:4

Williams, Kuo, Reid, and Proops, 2009)

($0.05 \geq \alpha$)

90

54-35

54-35

54

35

Egan, Reid, and (Ho, Monksfield, Proops, 2009)

:2

($0.05 \geq \alpha$)

90

($0.05 \geq \alpha$)

54-35

90

54-35

Reid, and (Ho, Monksfield, Egan, Proops, 2009)

90

(Ahlstrom, Horwitz and Dubno, 2009)

(2009)

(de Worlf, Leijendeckers, Mylanus, Hol,
Snik, and Cremers, 2009)

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($0.05 \geq \alpha$)

2010

2009

2004

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Assessing Perceived Benefits of Using Hearing Aids among Hearing-Impaired Students in Jordan and Its Relation to Some Variables

*Ibrahim El-Zraigat, Farid Al-Khateeb, Adel Tannous, Hadhal Zureiqat and Warod Al-Awamleh**

ABSTRACT

The main purpose of the present study was to assess the benefits of using hearing aids among hearing impaired students. The sample of the study consisted of 215 students, enrolled at schools for deaf children in Jordan, 90 males and 125 females. The benefits of hearing aids scale were developed and used in assessing the benefits of using hearing aids of students. The reliability and validity of the scale were established. The researcher used the t-test and ANOVA to answer the research questions. The results indicated that the hearing impaired students had good benefits of using hearing aids in general. The results showed that male students had better benefits of using hearing aids than female students on the dimension of school benefits. Also, the results showed that students who had a hearing loss of 35-54 dB had better benefits of using hearing aids than students of 90 dB or above on the dimensions of family and communication benefits. Differences between mean scores of students who have parents hold general school education exam or below and who have parents hold bachelor degree or above were in favor of students have parents hold bachelor degree or above on the dimension of psychological benefits. The study recommended focusing on using hearing aids in educating these students.

Keywords: Hearing Impairment, Hearing Impaired, Hearing Aids, Special Education.

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