#28 PAPER 40 -
SOME ASPECTS OF THE DYNAMIC OF PERSONAL RELATIONSHIPS AT ROMANIAN LITTLE DEAF PUPILS

Roxana Urea\textsuperscript{a}, Constantinescu Carmen\textsuperscript{b}

\textsuperscript{a}Bucharest University, 90 Panduri Street, District 5 Bucharest, P.O. 050663, Romania
\textsuperscript{b}Deaf School no1 Bucharest, Romania

\section*{Abstract}
One of the major goals of the therapeutic interventional program of deaf pupils is the process of socialization, in particular the structuring of personal relationships in different social group.

Due to the fact that the hearing impairment put a finger on the person 'entire personality, his/her dynamic of social relationships is related to age, type of background, level of impairments.

In our study we wanted to investigate the dynamic of personal relationships at little deaf pupils. In our investigation we used mainly two projective psychological test: The Family Projective Test, The projective Test of the Tree.

The conclusions that came through allows us reveal some specific elements of the way deaf little pupils structure their personal relations.

\textbf{Keywords}: socialization, relational space, hearing impairments, deaf little pupils.

\section*{1. THEORETICAL BACKGROUNDS}

The process of integration in social community for each person is a complex and dynamic one and implies socialization. Today, the expert consider the socialization as a “gradual and continuous process of adaptation (as well formative) to the dimensions of social life, at the environment created by the society in which he/she lives” (Șchiopu, 1995, p.647).

Socialization implies different level of structuring the social and personal relationships, depending the context, aged and the type of space.

The experts in the field of social psychological revealed the types of space in relation to which the social relationships are structured: “a) intimate space, which is differentiated in: the nearest space where a direct contact is established and in the far away space, estimated at a distance of 15-40 cm, is represented as a "bubble" around each communicator. The interpersonal relationships with best friends, confident friends, brothers, sisters, first degree relatives are in this space; b) the personal space, which is also differentiated in: the nearest space, estimated at 45-75 cm, adjusts spontaneously , and in the far away space, estimated at 75-125 cm, it is established in open spaces, on the street, when the topics that are communicated are neutral; c) social space, which is also differentiated in: the nearest space, estimated at 125-210 cm, used in group discussions, in professional groups, at receptions, at social events and in the far away space, estimated at 210-360 cm, used in the communication of hierarchical relations (discussion between a manager and a subordinate called into the manager's office, etc.); d) public space which is also differentiated in: the nearest space, estimated at 360-750 cm, is the space where a conductor, a lecturer, a spokesman is placed and in the far away space, estimated at over 750 cm” (Urea, 2015: [...], p. 23)

The experts in psychology of development revealed also, that based on the cultural background that come from the local environment, associated with the age of the subjects, the personal relationships as a part of social relationships are, at little pupils focus on 50% to parents and on 50% to the class "relationships, in particular, with their teacher. Lately, the studies also revealed that the natural environmental conditions determine the particular way of structuring the personal relationships at children/pupils. (see also Day, Midbjer., 2007).

Starting with 2002, in Romania, there have been performed a series of studies focused on the implication of the personal relationships in the school class management and in learning process in order to increase the operational conceptual process in current social tasks.

\textsuperscript{29}Corresponding author. Tel.: +040728087836; fax: +04031-425.34.46 \textit{E-mail address: roxanaurea@yahoo.com}
2. THE STRUCTURE OF RESEARCH

The experts in special education have revealed the importance of the social interpersonal skills in the process of social integration. In the therapeutic intervention of the pupils with hearing impairments (deaf), due to the specific traits of their personalities, one area that required a specific attention is the relational-social behaviour sphere. This area supports all types of influences and will produce specific behavioural responses. So, this situation raised the following question: how the deaf deficient is structuring his/her personal relationships, if we consider those types of relations as a core for future and potential relationships in social and public space?

To answer this question we developed an investigative research that had the aim to investigate the specific relationships of little deaf deficient pupils; the wider goal was to thus design special strategies that would determine deaf deficient pupils’ to develop specific strategies for increasing their personal social relationships in different context.

Our research focused on two major objectives: a) revealing the specific personal relationships of little deaf pupils in their families; b) revealing the main affective frame that is used in structuring the personal relationships at little deaf pupils. We started from the following hypothesis: taking into consideration features of deaf personality, we assume that we will find, at little deaf pupils, specific ways of structuring personal relationships.

3. THE TARGET GROUP. CHARACTERISTICS OF THE INVESTIGATED POPULATION

Our research had an initial testing procedure on 15 little deaf pupils and the obtained Cronbach Alpha index (α= .614) allowed us to proceed to extended psychological research that had the following stages: a) investigation the specific personal relationships of little deaf pupils in their families; b) investigation the main affective frame that is used in structuring the personal relationships at little deaf pupils.

We performed our research on 30 Romanian deaf little pupils, coming from the urban environment, with ages ranging between 9 years and 11 years (with mean of 10.2 years and median =10.4 years), 16 boys (53%) and 14 girls (47%) coming from School no.1 for deaf pupils and from School no. 2 for deaf pupils - Bucharest with severe and profound hearing impairment. The pupils’ participation to this investigation was volunteer and with their parents’ agreements. Distribution is uniform, skewness index values ranging from .722 to 985, and with a standard error of skewness ranging from .699 to 886, and kurtosis index values ranging from .512 to 853, and with a standard error of kurtosis ranging from .614 to .839.

The schools were selected because: a) each provides educational services to 2,500 families whose children have learning disabilities and to 600 families that have children with hearing disabilities; b) both schools have enrolled over 160 students with hearing impairments.

4. METHODS OF RESEARCH

In our research we used the following psychological instruments: The Family Projective Test, The projective Test of the Tree. We also used in processing data - statistical processing methods - SPSS and data interpreting.

5. RESEARCH’S FINDINGS

5.1. Investigation the main affective frame that is used in structuring the personal relationships at little deaf pupils

We used the “The projective test of the Tree” and from the elements revealed by the drawings, we selected those elements that are related to our research ‘objectives.

The collected data are present in table no. 1.

<table>
<thead>
<tr>
<th>Table no. 1. Elements of the affective frame used in structuring the personal relationships at our investigated subjects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements revealed</td>
</tr>
<tr>
<td>Introversion</td>
</tr>
<tr>
<td>Anxiety</td>
</tr>
<tr>
<td>Emotional blockages</td>
</tr>
<tr>
<td>Emotional immaturity</td>
</tr>
<tr>
<td>Timidity</td>
</tr>
<tr>
<td>The need for social contacts</td>
</tr>
</tbody>
</table>
From the data collected in table no 1, we notice a specific frame of the personal relationships that are used by little deaf pupils.

This profile implies that the hearing impairments combine with the using of the sign language in the process of social interaction that the personal relationships of little deaf pupils are realised with the familiar persons, have a specific structure of development and are based by the unconditional trust in familiar persons.

5.2. Investigation the specific personal relationships of little deaf pupils in their families.

We used “The Family Projective Test”. It evaluates the sequence and the mode of representation of the family ‘members, the size of representation of the family ‘members, their social role and functions, the relationships between them, the type of dominant authority, tension, conflict, anxiety.

The data collected are presented in table no.2

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Dominant paternal authority</th>
<th>Dominant maternal authority</th>
<th>The needs of affective parental support</th>
<th>Limited socialization to the family environment</th>
<th>Social complaisance</th>
<th>Stated personal relationships in relation with the status and role of the family’ member</th>
<th>The sense of belonging to their family</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>3,07</td>
<td>3,68</td>
<td>4,09</td>
<td>4,01</td>
<td>4,45</td>
<td>4,33</td>
<td>3,40</td>
</tr>
</tbody>
</table>

From the data collected in Table no. 1, we notice, that at our investigated subjects, the personal relationships are based by social complaisance. But what does this thing means? How relevant is this thing for the dynamic of the personal relationships of little deaf pupils?

To answer to these questions, is important to take in the consideration that due to the hearing impairments, the little deaf pupils can not perceive the figural sense of the social messages (see also, Urea,2015: [ ], p.89 ., Popa, 2011, p.317). Therefore, the personal relationships are primary structured on the satisfaction of their needs and imply limited socialization to their family environment. So, in this case, the “reward” offer by little deaf pupils for the person who provide the tools for satisfaction their affective needs is the smile and the present in their drawing of the ears to all the family’members. Furthermore, each of our investigated subjects has a large ears drawn nearby the mother or the father who satisfy his/her affective needs.

But, when we discuss the dynamic of the personal relationships in little deaf pupils’ family it is necessary to take in consideration one of the major feature of the deaf pupils ‘personality: the diminish capacity of empathy. This capacity, at our investigated subjects, will influence the understanding of the feedback coming from the personal relationships which is related only on the manner that their needs were satisfied and is a specific type of ego-centrism present at little deaf pupils.

So, we can say that the personal relationships dynamic in the little deaf pupils’ families is mark by specific ego-centrism and social complaisance.

6. CONCLUSIONS

The purpose of our research was to analyse the impact investigate the specific of the personal relationships of little deaf deficient pupils.

In our investigation we used psychological tests suitable for little deaf pupils.

With the help of statistical analysis, we found that the Cronbach’s Alpha index is .765

6.1. Findings:

1. We found that the personal relationships of little deaf pupils is structured on a specific frame.
2. This frame will determine a specific dynamic of personal relationships of little deaf pupils’ families, dynamic that is mark by specific ego-centrism and social complaisance.
3. Based on these findings, our research’ objectivities was reached.
4. The statistical analyses data - Cronbach’s Alpha index is .765 - confirm our research’ hypothesis.
5. We can develop special programs: one type will concern on the implementation at little deaf pupils of different strategies -for developing suitable social and personal relationships that will allow these pupils to integrate themselves in different social groups; t
Based on such typology revealed by our investigated subjects, it is necessary that the future researches in this area should be focused on revealing differential influences of personal relationships at little deaf pupils towards the learning process.

7. REFERENCES


