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mean scores of the study sample of deaf male and female adolescents on the mindfulness scale, in favor of male deaf adolescents.

The effect size for mental alertness, according to Cohen's standard for Eta-squared (large), means that the percentage by which the mean scores of male deaf adolescents exceed the mean scores of female deaf adolescents in mindfulness is approximately 439.8%.

This result could be explained by the assumption that males are more alert, and females may exaggerate their emotions and feelings when exposed to painful situations in their lives. Additionally, females tend to unify with these feelings and remain captive to them for a longer period. They may struggle to separate themselves from their emotions, believing that the suffering they experience is unique to them and not a shared human experience.

This finding may contradict common beliefs that females, by nature, are friendly, compassionate, and more sympathetic towards others due to maternal instincts. Females are thought to express emotions and show empathetic understanding towards others to a greater extent than males. Females are also considered less sympathetic towards themselves compared to males, even though they show empathy towards others at a higher level than males.

Moreover, males tend to be more mentally alert than females. This could be attributed to the nature of male upbringing, emphasizing the need to confront the reality they face. Their aspirations for the future require them to focus on what they encounter without being distracted by external factors in their thoughts or feelings that may affect their performance. On the other hand, females, with their sensitive nature, may be more vulnerable to the issues, situations, and pressures they encounter, making them less capable of mental alertness.

Study Recommendations:

Given the results of this study and previous research findings, it is recommended to:

1. Practical Recommendations:

- ✧ Develop counseling programs for teenagers to enhance their mindfulness and assist them in coping with life pressures.
- ✧ Implement counseling programs, workshops, and seminars conducted by counselors and mental health specialists to emphasize the importance of overcoming emotional distress.
- ✧ Conduct awareness-raising courses targeting deaf teenagers to highlight the significance of mindfulness in dealing with the psychological pressures they face in academic, social, and family aspects of life.
- ✧ Organize workshops and seminars for students and teenagers on how to handle stressful situations.
- ✧ Raise awareness among parents about the behavioral and psychological issues faced by their deaf children, their causes, and methods of addressing them.

2. Proposed Research:

- a. The Effectiveness of a Program to Enhance Mindfulness in

Reducing Emotional Distress among a Sample of Deaf Teenage Girls.

- b. The Efficacy of Mindfulness-Based Therapy in Reducing Emotional Distress among Deaf Adolescents.
- c. The Impact of Mindfulness in Reducing Emotional Distress among a Sample of Deaf Teenagers.
- d. The Effectiveness of Counseling Program in Improving Mindfulness among a Sample of Deaf Adolescents.
- e. The Effectiveness of Mindfulness Training in Reducing Emotional Distress among a Sample of Deaf Teenagers.

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between emotional distress and mindfulness. Individuals with good mental health can effectively cope with life pressures and excel in learning. They exhibit psychological and social harmony, feel loved and socially accepted, possess positive self-worth, achieve goals, establish positive relationships, and maintain a positive outlook on life and the future. On the contrary, those with emotional distress may experience symptoms such as depression, anxiety, tension, sadness, and despair. They may have negative thoughts about themselves, self-blame, low self-respect, feelings of worthlessness, hopelessness, and a pessimistic view of life and the future. Emotional distress can lead to isolation, withdrawal, and magnification of negative errors.

The negative correlation between emotional distress and mindfulness indicates that higher emotional distress is associated with lower mindfulness and vice versa. A person's mental well-being is achieved when they possess mental alertness, indicating awareness of negative experiences, openness to painful thoughts and experiences, and the ability to face them in the present moment without negative judgments.

Mindfulness allows an individual to accept their current situation, even under emotional pressure or psychological pain. It enables one to confront the situation rather than avoid it. A mentally alert individual can fully and clearly perceive their emotions and reactions. They can overcome negative aspects in their lives, leading to psychological happiness.

In summary, the study emphasizes the importance of mindfulness and its potential use to enhance positive psychological functions. Individuals who demonstrate mindfulness tend to experience less stress because they employ adaptive coping strategies. They reframe events positively and, as a result, report lower levels of emotional distress.

- ⊠ Hypothesis Two: Hypothesis two posits that 'there are statistically significant differences in the means of scores between males and females among deaf adolescents on the Emotional Distress Scale for Adolescents, in favor of females, To verify the validity of this hypothesis, the researcher calculated the (t) test for the significance of differences between independent groups, as shown in Table (3).

Table (3) Means, Standard Deviations, (t) Values, Significance, Eta Squared Values, and Effect Size between Deaf Male and Female Adolescents on the Emotional Distress Scale for Adolescents

Variables	Deaf Male Adolescents (n= 45)		Deaf Female Adolescents (n= 45)		(t) Value	ETA ² Value	Effect Size
	average	Standard Deviation	average	Standard Deviation			
Feeling Of Disappointment	15.023	2.340	10.067	2.387	**4.102	0.160	Large
Feeling Of Guilt	12.777	1.550	15.266	2.741	**5.300	0.242	Very Large
Low Self-Esteem	12.800	1.603	16.667	3.045	**7.536	0.392	Huge
Loss Of Pleasure	12.333	1.477	14.955	2.746	**5.641	0.266	Very Large
Total Score	52.933	4.633	63.955	8.660	**7.528	0.391	Huge

The results of previous table indicated the validity of Hypothesis Two, with statistically significant differences found in the mean scores

between male and female deaf adolescents on the Emotional Distress Scale for Adolescents (feelings of disappointment, guilt, low self-respect, loss of pleasure, and the total score). These differences were in favor of deaf female adolescents.

The effect sizes for the dimensions and the total score of emotional distress were ranked according to Cohen's criteria as (large, very large, huge, large, huge), indicating that the percentage differences by which the mean scores of deaf female adolescents exceeded those of deaf male adolescents in emotional distress were approximately (40%, 49.1%, 62.6%, 51.3%, 62.5%).

The results can be interpreted by considering that females experience higher levels of emotional distress compared to males. This aligns with the general characteristics associated with females, such as being calmer and more sensitive, and having lower tolerance for fatigue, anxiety, depression, and stress.

Females, by nature, may be more prone to emotional distress due to their upbringing, which emphasizes qualities like sensitivity. On the other hand, males, raised with expectations of responsibility and leadership, might develop coping mechanisms for dealing with stressful and challenging situations, considering them routine. They often acquire knowledge and experience in handling such matters more effectively than females, making them more resistant to emotional distress.

Additionally, males usually have more life choices and opportunities, which may contribute to their ability to navigate through life challenges. In contrast, females might perceive their options as limited, especially when facing tough times. When experiencing difficulties, males tend to avoid communication with others, as they may find it challenging to express their feelings. Females, being generally more emotional, prefer communication during challenging times. Males might be less expressive emotionally and more realistic in their outlook, while females might display scattered opinions and emotions, revealing vulnerability and tenderness in their thinking and perception of situations.

- ⊠ Third Hypothesis: The hypothesis states "There are statistically significant differences in the mean scores of the study sample of deaf male and female adolescents on the Mindfulness Scale for Adolescents, in favor of males", To verify the validity of this hypothesis, the researcher calculated the t- test for the significance of differences between independent groups, as shown in Table (4).

Table (4) Means, Standard Deviations, t- values, Significance, Eta- squared values, and Effect Sizes between Deaf Male and Female Adolescents on the Mindfulness Scale for Adolescents

Variables	Deaf Male Adolescents (n= 45)		Deaf Female Adolescents (n= 45)		(t) Value	ETA ² Value	Effect Size
	average	Standard Deviation	average	Standard Deviation			
Mindfulness	14.622	3.002	12.556	1.603	**4.073	0.158	Large

The results of Table (4) indicated the validation of the third hypothesis, with statistically significant differences found between the

affect the study results. The reliability of this list was validated by experts in dealing with deaf adolescents.

- ⊠ Emotional Distress Scale for Deaf Adolescents (Prepared by the researcher): The researcher developed this scale to provide a psychometric tool to measure emotional distress in deaf adolescents. The components of the emotional distress scale were identified as: feelings of disappointment, feelings of guilt, low self- respect, and loss of pleasure. The reliability of the scale was assessed for a sample of deaf adolescents (n= 30) using the split- half method, resulting in a reliability coefficient of 0.745 and an alpha coefficient of 0.775, indicating acceptable stability. The scale's discriminatory validity between the deaf and normal adolescent groups was also confirmed.
- ⊠ Mindfulness Scale for Adolescents (Prepared by the researcher): The researcher developed this scale to provide a psychometric tool to measure mindfulness in deaf adolescents. The reliability of the scale was assessed for a sample of deaf adolescents (n= 30) using the split-half method, resulting in a reliability coefficient of 0.912 and an alpha coefficient of 0.965, indicating acceptable stability. The scale's discriminatory validity between the deaf and normal adolescent groups was also confirmed, with average scores of 56.733 and 66.666, respectively.
- ⊠ Socio- Economic Cultural Level Scale: Developed by Mohamed Saafan and Du'aa Khattab (2016) to assess socio- economic and cultural levels. The reliability of the scale was calculated using the Cronbach's alpha method, ranging from 0.61 to 0.85. The reliability coefficients after correcting the length of the scale using the split- half method ranged from 0.63 to 0.86. The validity was assessed through internal consistency, with reliability coefficients ranging from 0.41 to 0.82.
- ⊠ Raven's Colored Progressive Matrices Test: Developed and standardized by Imad Hassan (2020) for intelligence measurement in age groups ranging from 5 years to old age. The test's reliability was calculated using the Kuder- Richardson formula, yielding a value of 0.85. The test's validity was confirmed through correlation coefficients with various sub- tests and measures, indicating statistical significance at the 0.01 level.

Application Procedures of the Study Tools:

The study was conducted from April to the end of May 2023. It began with the selection of the sample, followed by calculating the equivalence between the sample of deaf male and female adolescents on variables such

Table (2) Values Of Correlation Coefficients Between The Scores Of The Sample Of Deaf Teenagers (N= 90) On Emotional Distress And Mindfulness Scales

The Variable	Feeling Of Disappointment	Feeling Of Guilt	Low Self- Esteem	Loss Of Pleasure	Total Score Of Emotional Distress
Mindfulness	** -0.839	** -0.836	** -0.768	** -0.884	** -0.829

The results of previous table confirmed the validity of the first hypothesis, as a statistically significant negative correlation was found between the scores of the study sample of deaf adolescents on the Emotional Distress Scale for Adolescents (feelings of disappointment, guilt, low self- respect, loss of pleasure, and the total score) and the

as intelligence, age, socio- economic- cultural level, and the degree of hearing loss.

1. The study tools were applied collectively to the sample of deaf adolescents in the library of each school. Each library accommodated both the male and female samples separately. Care was taken to apply the tools to males and females in each school simultaneously, typically after the second class, allowing individuals to forget the impact of the procedure. The application for each sample was conducted on separate days and in their respective schools.
2. The Emotional Distress Scale for Deaf Adolescents was applied first, followed by the Mindfulness Scale for Deaf Adolescents, using the same method for both.

Statistical Methods:

To achieve the study's objectives, verify its hypotheses, and based on the sample size, the researcher employed the following statistical methods:
 Alpha Coefficient: Used to calculate the reliability of the emotional distress scale for deaf adolescents and the mindfulness scale for deaf adolescents.

Pearson Correlation Coefficient: Utilized to calculate the reliability of the emotional distress scale for deaf adolescents and the mindfulness scale for deaf adolescents through the split- half method. This helped verify the validity of the first hypothesis to determine the nature of the relationship between emotional distress and mindfulness in the study sample.

Spearman- Brown Equation: Applied to correct the length of the scale in calculating the split- half reliability of the emotional distress scale and mindfulness scale for deaf adolescents.

Parametric t- Test: Employed to test the significance of differences between independent groups, assessing the validity of discrimination between contrasting groups for the emotional distress scale and mindfulness scale in deaf adolescents. This also verified the validity of the second and third hypotheses in comparing males and females among deaf adolescents in emotional distress and mental alertness.

Effect Size.

Results:

- ⊠ First Hypothesis: The first hypothesis posits that 'there is a statistically significant negative correlation between the scores of the study sample of deaf teenagers on the Emotional Distress scale and the Mindfulness scale, To verify this hypothesis, the researcher calculated Pearson correlation coefficients, as shown in the following table (2).

Mindfulness Scale for Adolescents.

Comparing these results with previous studies available, it is observed that they are consistent with the findings of studies conducted by Mohammad Besharat (2011), Calvete and Colomer (2016), and Hevan, et.al (2020). These studies also reported a negative correlation

developed by study authors or researchers in the field.

Study Hypotheses:

In light of the theoretical framework and the results of previous studies, the study hypotheses can be formulated as follows:

Negative Correlation:

Hypothesis: There is a statistically significant negative correlation between the scores of the study sample of deaf adolescents on the Emotional Distress Scale and the Mindfulness Scale.

Gender Differences in Emotional Distress:

Hypothesis: There are statistically significant differences in the average scores between males and females among deaf adolescents on the Emotional Distress Scale, with a higher average among females.

Gender Differences in Mental Alertness:

Hypothesis: There are statistically significant differences in the average scores between males and females among deaf adolescents on the Mindfulness Scale, with a higher average among males.

Methodology:

This study adopted a comparative correlational descriptive methodology. It aimed to reveal the relationship between emotional distress and mindfulness among the study sample of deaf adolescents. Additionally, the study aimed to compare emotional distress and mindfulness between male and female deaf adolescents.

Procedures:

Population Of The Sample: The sample population was determined among deaf adolescents attending certain government preparatory and secondary inclusive schools in Cairo, aged between (16- 18) years, encompassing students from the first, second, and third grades of preparatory school, as well as the first and second grades of secondary school.

Study Sample: The study sample comprised (n= 90) deaf adolescents (45 males, 45 females), aged between (16- 18) years, with an average age of 16.900 and a standard deviation of 0.807. They were purposively selected based on the following criteria:

1. Social workers, psychologists, and teachers from some "Amal for the Deaf and Hearing Impaired" schools were asked to identify deaf adolescents with a hearing loss of 90 decibels or more. This is especially important considering that each deaf adolescent has a file maintained by both the school psychologist and social worker.
2. Additionally, their records regarding the degree of hearing loss were examined.
3. Through available records, initial discussions with parents, and with the assistance of social workers and psychologists, a group of deaf adolescents was selected based on the following criteria:
 - a. Should not have any other disabilities.
 - b. Should not have chronic diseases.
 - c. Should not have any siblings with disabilities.
 - d. Should not have a disabled parent.
 - e. Should not have a parent with a chronic disease.

- f. Should not have a deceased parent.
- g. Should not have a parent working outside Egypt.
- h. Should not have separated parents.
- i. Their socio- economic and cultural status should not be below average after applying the Socio- Economic Cultural Level Scale (Mohamed Saafan and Du'aa Khattab, 2016)
- j. Deaf adolescents with an Intelligence Quotient (IQ) of 90 or higher were selected after applying Raven's Progressive Matrices IQ test (Imad Hassan, 2020), excluding those with an IQ below this threshold.
- k. None of the sample individuals should have undergone a behavior modification program.
- l. None of the sample individuals should be regular attendees of a psychological health clinic.
- m. This final sample was selected from Al- Amal School for the Deaf and Hard of Hearing in Al- Marg Preparatory Secondary School under the supervision of Al- Marg Educational Administration, and from the Deaf and Hard of Hearing School in Al- Abbassiya Preparatory Secondary School under the supervision of Al- Wailei Educational Administration, both falling under the Cairo Directorate of Education.

Equality between Deaf Male and Female Adolescents: Because one of the objectives of this study is to compare between males and females of deaf adolescents in emotional distress and mental alertness, the equivalence between males and females was calculated in some variables that may affect the study results as follows:

Table (1) Means, Standard Deviations, T- Values, and Their Significance Between The Male And Female Study Samples Of Deaf Adolescents In Age, Intelligence, Socio- Economic Cultural Level, And Degree Of Hearing Loss

The Variable \ Group	Deaf Male Adolescents (n= 45)		Deaf Female Adolescents (n= 45)		(t) Value	Level Of Significance
	average	Standard Deviation	average	Standard Deviation		
Age	16.933	0.836	16.866	0.786	0.390	N/A
Intelligence	96.066	1.467	95.844	1.491	0.712	N/A
Socioeconomic- Cultural Level	59.822	9.335	60.644	9.632	0.411	N/A
Degree Of Hearing Loss	91.844	1.678	91.911	1.328	0.209	N/A

Table indicated the absence of statistically significant differences between the mean scores of the male and female samples of deaf adolescents in terms of age, intelligence, socio- economic cultural level, and degree of hearing loss. This confirms the equivalence of the two groups in terms of age, intelligence, socio- economic cultural level, and degree of hearing loss.

Study Tools:

The researcher employed the following tools to achieve the objectives of this study and verify its hypotheses:

- Initial Data List: Prepared by the researcher to collect information about the student, including (name, gender, age, grade, problems faced, telephone number, and other information). This was applied to the student and their guardian to control some variables that may

for the study, ranging in age from 10 to 18 years. The Emotional Distress Scale was applied, and the study found that emotional distress was higher in deaf adolescents compared to their hearing counterparts.

2. Wang (2013) examined the relationship between bullying and emotional distress among deaf adolescents compared to their hearing counterparts. The sample included 110 deaf students and 132 normal-hearing adolescents. The Emotional Distress Scale was used, and the results indicated higher emotional distress in deaf adolescents compared to the hearing ones.
3. Landsberg et.al (2013) investigated differences in emotional distress between deaf and hearing adolescents using a patient health questionnaire. The sample comprised 150 students, with 75 hearing females aged 11 to 21 years and 75 deaf females aged 11 to 21 years. The study's results suggested that deaf adolescents exhibited higher emotional distress than their hearing counterparts.

✧ Studies addressing mindfulness among deaf adolescents:

1. Adel El- Sadek and Osama Atta (2019) conducted a study with the aim of investigating the effectiveness of a program based on mindfulness in developing emotional intelligence among deaf adolescents. The study included 50 adolescents (20 males and 30 females) aged between 14 and 19 years. The Mindfulness Scale and Emotional Intelligence Scale were used, along with a program based on mental alertness. The results indicated no statistically significant differences between males and females in mental alertness.
2. Asmaa Fathi (2022) aimed to improve mindfulness among deaf adolescents using a therapeutic program based on behavioral activation. The sample consisted of 11 students (5 males and 6 females) aged between 14 and 15 years. The Mindfulness Scale and the Behavioral Activation Therapy program for deaf adolescents were employed. The results showed an improvement in the level of mindfulness among deaf adolescents, with statistically significant differences found between pre- application and post- application for the study sample.
3. Hanaa Mahmoud's study (2021) aimed to understand the relationship between mindfulness and anxiety among gifted and non- gifted deaf individuals. The sample included 40 gifted deaf individuals (20 males and 20 females) and 40 non- gifted deaf individuals (20 males and 20 females), aged between 15 and 23 years. The Five Factor Mindfulness Scale and Social Anxiety Scale were used. The results indicated statistically significant differences in mindfulness between the two study samples in favor of the non-gifted deaf individuals. Additionally, there were statistically significant differences between males and females in mindfulness in favor of males.

✧ Studies addressing the relationship between emotional distress and mindfulness among adolescents:

1. Mohammed Bsharat's study (2011) explored the relationship between mental alertness, psychological well-being, and emotional distress. The sample comprised 717 students aged between 14 and 17. The Philadelphia Mindfulness Scale and the Emotional Distress Scale were used. The results indicated a negative correlation between mindfulness and emotional distress.
2. Calvete and Colomer (2016) aimed to investigate the relationship between aspects of mindfulness and depression symptoms. The sample consisted of 520 Spanish adolescents aged between 14 and 16. Depression scale and a mindfulness questionnaire were employed. The results revealed a negative correlation between various aspects of mindfulness and depression symptoms.
3. Hevan et.al (2020) conducted a study on the effectiveness of stress reduction through mindfulness intervention among adolescents. The sample included 92 students aged between 14 and 18. Ten students from the experimental group received ten sessions of mindfulness training, while 82 students from the control group received no intervention. Psychological stress, mental alertness, and psychological flexibility were measured. The results showed a significant increase in mindfulness and psychological flexibility in the experimental group, along with a significant decrease in psychological stress. Additionally, mindfulness and psychological flexibility were negatively correlated with psychological stress.

Commentary On Previous Studies:

- ✧ Scarcity of Studies: The review of previous studies indicates a scarcity of research that has addressed emotional distress and its relationship with mindfulness among deaf adolescents, at least based on the information available to the researcher, in both Arabic and foreign research.
- ✧ High Level of Emotional Distress: There is a consistent finding across the studies pointing to a high level of emotional distress among deaf adolescents.
- ✧ Negative Statistical Correlation: The studies reveal a statistically significant negative correlation between emotional distress and mindfulness among deaf adolescents.
- ✧ Potential Improvement Through Interventions: It has been demonstrated that mindfulness can be improved through behavioral activation therapy and mindfulness training. This suggests the potential effectiveness of such interventions in enhancing the mindfulness of deaf adolescents.
- ✧ Decreased Mental Alertness: The collective evidence suggests a decreased level of mindfulness among deaf adolescents, possibly influenced by factors such as emotional distress.
- ✧ Methodological Approach: Studies exploring the relationship between emotional distress and mindfulness predominantly utilized a comparative correlational descriptive methodology.
- ✧ Use of Standardized Measures: Most of the studies investigating emotional distress and mindfulness relied on standardized scales

Mindfulness is one of the important positive variables in an individual's life because it may be one of the resistance variables against the negative effects of stress and emotional distress that deaf adolescents experience or when they face failures in solving their life problems. Low mindfulness exposes deaf adolescents to the risk of emotional distress, as adolescents with low mindfulness often criticize themselves and blame themselves when going through a negative experience. They develop a negative perception of themselves, their environment, and the future, making them prone to emotional distress. (Krieger et.al, 2016)

Given the scarcity of previous studies addressing the relationship between emotional distress and mindfulness among deaf adolescents, especially in the Arab environment- to the extent of the researcher's knowledge- and studies addressing emotional distress and mindfulness among deaf male and female adolescents, this study was conducted to determine the nature of the relationship between emotional distress and mindfulness among deaf adolescents. The study raises the following questions:

1. What is the nature of the relationship between emotional distress and mindfulness among a sample of deaf adolescents?
2. Do deaf male and female adolescents differ in emotional distress?
3. Do deaf male and female adolescents differ in mindfulness?

Study Objectives:

The study aims to achieve the following objectives:

1. Reveal the nature of the relationship between emotional distress and mindfulness among a sample of deaf adolescents.
2. Examine the differences in emotional distress between male and female deaf adolescents.
3. Compare the mindfulness between male and female deaf adolescents.

Importance Of Study:

The significance of study can be divided into theoretical importance and practical importance as follows:

1. Theoretical Importance:
 - a. Examining one of the research topics in the field of psychology, which is emotional narrowness and its relationship to mindfulness among a sample of deaf teenagers.
 - b. Investigating a significant protective variable among the psychological health variables (mental alertness) in deaf teenagers.
2. Practical Importance:
 - a. The study's results may be useful in drawing the attention of specialists in therapy and psychological counseling to develop programs aimed at reducing emotional distress among deaf male and female teenagers, especially if the study indicates a high level of distress in either gender.
 - b. The findings may be beneficial in alerting specialists in therapy and psychological counseling to develop programs to enhance mindfulness among deaf male and female teenagers, especially if the study indicates a low level of mindfulness in either gender.

Concepts Of The Study:

⊘ Emotional Distress: Emotional distress refers to a heterogeneous set of negative reactions such as anger, depression, anxiety, and sadness (Matthews, 2016)

It is a state of emotional disturbance accompanied by feelings of anxiety and depression, manifesting as a sense of despair and a loss of interest in social interaction (Niazi et al, 2020)

Operational Definition: It is a collection of negative feelings and unpleasant emotions experienced by deaf teenagers, affecting their activities in the form of depression, anxiety, tension, anger, and sadness, appearing as psychological or physical pain or both. Deaf individuals find it challenging to perform their daily tasks and is measured quantitatively using the Emotional Distress Scale for Adolescents (Prepared by the researcher).

⊘ Mindfulness: Mindfulness is the ability to intentionally direct attention to experiences happening in the present moment, accepting them without rushing to make judgments, while maintaining composure in all situations and times. (Janssen, 2015)

It is focusing attention on the present moment, accepting experiences as they are without making evaluative judgments (Al- Walidi, 2017)

Operational Definition: It is an individual's awareness and complete attention to everything happening around them within their environment at the moment of occurrence, accepting them as they are without passing judgment, while maintaining composure in all situations (Prepared by the researcher).

⊘ Deafness: Abdul Muttalib Al- Qaraiti (2014) defined deafness as those who have completely lost the ability to hear, either from birth or to a degree that disabled them from understanding speech and learning language. They may have experienced hearing loss after learning speech and language to the extent that learning disappeared, and they suffer from a hearing impairment of 90 decibels or more.

Hossam Mazen (2020) indicates that the deaf are those whose sense of hearing does not perform its function, referring to individuals with a hearing impairment that hinders them from understanding study materials, whether with or without auditory aids, and hearing loss ranges from 90 decibels or more.

Operational Definition: Deaf teenagers are those who have experienced hearing loss before birth and face communication barriers, causing them to participate unequally in society compared to others. Their degree of hearing loss ranges from 90 decibels or more, and their ages range from 13 to 18 years (Prepared by the researcher).

Previous Studies:

We can categorize the previous studies into three main axes:

- ⊘ Studies addressing emotional distress among deaf adolescents:
1. Nakash et.al (2012) conducted a study to investigate emotional distress among the deaf. The sample consisted of 129 participants, including 18 deaf individuals, 51 hearing- impaired individuals, and a matched sample of 60 normal adolescents who volunteered

Introduction:

Sensory impairment is one of the challenges faced by some individuals, including the deaf, affecting their social lives and interactions with others. Hearing-impaired individuals encounter difficulties in skills and social relationships and often experience behavioral problems. They face life pressures that hinder their interaction with others, leading them to withdraw and isolate themselves.

It has been evident that there is a direct relationship between the severity of deafness and emotional distress. Increased distress, alongside symptoms of anxiety, tension, depression, anger outbursts, impulsivity, and decreased concentration, may lead individuals to abandon their social roles. Deafness has a greater impact on adolescents psychologically and physically. (Nachtegaal et.al, 2009)

Emotional distress is a precursor to various psychological disorders such as anxiety, depression, and tension (Barlow et.al, 2011). Emotional distress can have lifelong repercussions, exposing individuals to psychological disorders that may lead to suicide. Risk factors for emotional distress include repetitive negative thinking, inability to regulate emotions, and a reluctance to cope with negative feelings, resulting in a weakened mindfulness. Emotional distress significantly affects an individual's life. (Leino& Kisch, 2005)

The emotional distress problem and its effects and symptoms are heightened among deaf adolescents. Deaf and hard-of-hearing teenagers are more vulnerable than their hearing peers, facing social and operational problems beyond those experienced by hearing adolescents. They are psychologically isolated from the world of auditory information, and this additional burden increases the risk of developing mental health problems, notably emotional distress. (Nachtegaal et.al, 2009)

Fundamentally, mindfulness is a healthy approach to dealing with various difficulties, including feelings of inadequacy and stressful life events. It requires individuals to treat themselves with warmth, respect, and care rather than blaming and criticizing themselves harshly due to limitations or personal flaws. Practicing self-acceptance and unconditional self-support involves recognizing that humans inherently experience pain and shortcomings (the inevitability of general suffering), instead of feeling isolated due to the difficulties they face. Taking a more connected and broader perspective with others when considering personal flaws and challenges is essential. Balanced awareness of the individual's experience in the present moment of suffering and acknowledging that the stressful situation has occurred and ended, without dwelling on it excessively, contributes to mental well-being. (Neff et.al, 2022)

Given the significance of emotional distress and its negative impact on the lives of deaf adolescents, considering it as a precursor to similar psychological disorders and its role in reducing mindfulness, this study was conducted to explore the relationship between emotional distress and mindfulness in a sample of deaf adolescents.

Study Problem:

Individuals with disabilities, particularly the deaf, are among the

groups most affected by life pressures. They perceive life as of lower quality than those without disabilities, and this impact is not limited to adults but extends to adolescents due to the possibility of encountering psychological disorders during this stage. If this holds true for adolescents in general, deaf adolescents are even more affected by these pressures, leading to emotional distress with dimensions including depression, anxiety, and tension. This is due to auditory impairment that imposes limitations reflecting negatively on their mental health.

Emotional distress is negatively associated with adolescents' perceptions, with increasing recognition over the past decade of the importance of psychological variables such as emotional distress as a risk factor making adolescents susceptible to negative effects (Resnick, 1997). Emotional and behavioral issues, particularly emotional distress, manifest in depression or anxiety among deaf adolescents who may also experience heightened emotional reactions or frustration.

Adolescents experiencing emotional distress undergo exhausting or even painful experiences during childhood, such as abuse or bullying. However, adolescence is marked by significant developmental changes and contextual shifts, especially psychological and social transformations. The primary challenge for those with hearing impairments is communication difficulties resulting from auditory impairments that limit social interaction, potentially causing a loss of conversational abilities. Hearing loss may lead to delayed speech development and social isolation. (Brown& Cornes, 2015)

Emotional distress in adolescents leads to severe consequences, including hindering social and psychological performance, depression, anxiety, emotional and social problems, and diminished self-esteem due to physical differences like wearing hearing devices. (Adeniyi& Kuku, 2016)

There appears to be a scarcity of studies addressing emotional distress among deaf adolescents, to the extent of the researcher's knowledge. Deaf adolescents have a cultural and linguistic identity subject to the dominant cultural groups, and they need to shape their identity while being aware of the contradictions between the hearing world and the deaf community, which faces mental health issues. (Alxander et.al, 2012)

Mindfulness is positively correlated with psychological well-being and interpersonal connections. It is a modifiable trait that can be strengthened through learning. Mindfulness belongs to the positive psychology variables and indicates how individuals deal with themselves during perceived failures or personal struggles when external life circumstances surpass their coping abilities (Fathi Al- Dabaa, 2018). It is crucial in shaping personality and is a characteristic of positive personality traits, contributing to self-preservation during crises and failures. It plays a crucial role in mental health, contributing to achieving maximum resilience, openness to experiences in a rational manner without self-deprecation and isolation. It can be considered one of the adaptive strategies for regulating emotions and a preventive factor against the negative effects of psychological crises. (Fathi Al- Dabaa, 2018)

Emotional Distress and its Relationship With Mindfulness in a Sample of Deaf Adolescents

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Summary

This study aimed to investigate the nature of the relationship between emotional distress and mindfulness in a sample of deaf adolescents. Additionally, it sought to compare mindfulness between male and female deaf adolescents. The study sample consisted of 90 deaf adolescents (45 males, 45 females) aged between (16- 18) years, with an average age of 16.900 and a standard deviation of 0.807. The sample was selected from Al- Amal School for the Deaf and Hearing Impaired in El Marg Preparatory Secondary School under the El Marg Educational Administration, and the School for the Deaf and Hearing Impaired in Abbasiya Preparatory Secondary School under the Waili Educational Administration, both affiliated with the Cairo Directorate of Education. The study adopted a descriptive correlational comparative approach to reveal the relationship between emotional distress and mindfulness in the study sample of deaf adolescents, and to explore gender differences in emotional distress and mindfulness among deaf adolescents. The study employed the following tools: Primary Data Sheet (Prepared by the researcher), Emotional Distress Scale for Adolescents (Prepared by the researcher), Mindfulness Scale for Adolescents (Prepared by the researcher), Raven's Progressive Matrices Intelligence Test (Prepared by Emad Hassan, 2016), and the Socio- Cultural Economic Level Scale (Prepared by Mohamed Saafan and Duaa Khattab, 2016). The results indicated a statistically significant negative correlation between the scores of the study sample of deaf adolescents on the Emotional Distress and Mindfulness scales. Moreover, statistically significant differences were found between the mean scores of male and female deaf adolescents on the Emotional Distress scale in favor of females. Also, there were statistically significant differences between the mean scores of male and female deaf adolescents on the Mindfulness scale in favor of males. These findings emphasize the importance of addressing emotional distress in deaf adolescents, given its negative impact on their psychological well- being. Furthermore, the results suggest the need for intervention programs tailored to reduce emotional distress in female deaf adolescents and enhance mindfulness in male deaf adolescents.

Keywords: Emotional Distress, Mental Alertness, Deaf Adolescents.

الضيق العاطفي وعلاقته باليقظة العقلية لدى عينة من المراهقين الصم.

هدفت هذه الدراسة إلى الكشف عن طبيعة العلاقة بين الضيق العاطفي واليقظة العقلية لدى عينة من المراهقين الصم، وكذلك المقارنة بين الذكور والإناث من المراهقين الصم في اليقظة العقلية، وتكونت عينة الدراسة ٩٠ من المراهقين الصم، (٤٥ ذكور، ٤٥ إناث) تراوحت أعمارهم ما بين (١٦- ١٨) عاماً بمتوسط قدره ١٦,٩٠٠ وانحراف معياري قدره ٠,٨٠٧، وقد اختيرت هذه العينة من مدرسة الأمل للصم وضعاف السمع بالمرج الإعدادية الثانوية المشتركة التابعة لإدارة المرج التعليمية، مدرسة الصم وضعاف السمع بالعباسية الإعدادية الثانوية المشتركة التابعة لإدارة الوايلي التعليمية التابعتين لمديرية التربية والتعليم بمحافظة القاهرة، واستخدمت الدراسة المنهج الوصفي الارتباطي المقارن؛ حيث الكشفت عن العلاقة بين الضيق العاطفي واليقظة العقلية لدى عينة الدراسة من المراهقين الصم، ودراسة الفروق بين الذكور والإناث من المراهقين الصم في الضيق العاطفي، والمقارنة لبيان الفرق بين الذكور والإناث من المراهقين الصم في اليقظة العقلية، واعتمدت الدراسة على الأدوات التالية: قائمة البيانات الأولية (إعداد الباحثة)، ومقياس الضيق العاطفي للمراهقين (إعداد الباحثة)، ومقياس اليقظة العقلية للمراهقين (إعداد الباحثة)، ومقياس المصفوفات المتتابعة لرافن للذكاء (إعداد عماد حسن، ٢٠١٦)، ومقياس المستوى الاقتصادي الاجتماعي الثقافي (إعداد محمد سعفان ودعاء خطاب، ٢٠١٦). وأشارت النتائج إلى وجود ارتباط سالب دال إحصائياً بين درجات عينة الدراسة من المراهقين الصم على مقياس الضيق العاطفي واليقظة العقلية، وأنه توجد فروق دالة إحصائياً بين متوسطات درجات الذكور والإناث من المراهقين الصم على مقياس الضيق العاطفي اتجاه الإناث، كما أنه توجد فروق دالة إحصائياً بين متوسطات درجات الذكور والإناث من المراهقين الصم على مقياس اليقظة العقلية في اتجاه الذكور. وقد تفيد نتائج هذه الدراسة على ضرورة الاهتمام بعلاج الضيق العاطفي لدى المراهقين الصم، لما له من تأثير سلبي على النواحي النفسية لديهم، وتفيد أيضاً في لفت انتباه اختصاصيي العلاج والإرشاد النفسي إلى إعداد البرامج لخفض الضيق العاطفي لدى المراهقات الإناث الصم، وأيضاً في لفت انتباه اختصاصيي العلاج والإرشاد النفسي إلى إعداد البرامج لتحسين اليقظة العقلية لدى المراهقين الذكور الصم.

الكلمات المفتاحية: الضيق العاطفي - اليقظة العقلية - الصم.