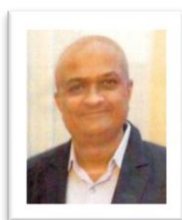


A Comparative Study of Self concept between Hearing Impaired and Normal Secondary School Students



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Abstract

The present investigation has been carried out by following the objectives to compare the self concept between hearing impaired and normal secondary school students. The investigators have selected 200 secondary students (100 hearing impaired and other 100 normal) students from various special and Normal schools in Gujarat province. The data was collected by using J.H.Shah self concept inventory by following purposive sampling. The collected data was analyzed by using t test. Some of the major findings have been drawn from the present study that there is significant difference between hearing impaired and normal secondary school students on their self concept.

Keywords: Self Concept, Hearing Impaired, Normal Students, Male and Female Secondary School Students,

Introduction

Self-concept is an important construct in psychology and education. Self concept has been defined by several researchers. It can be defined as the object of an individual's own perception or in other words it is the way people think about themselves. It is the part of personality of which one is aware. William James (1890) in his first introductory textbook in Psychology described the self as the way in which the self could be expanded to include one's cloths, one's home and one's society. Self encompasses both the "I" and "Me" that is both the subject and the object of the experience, both the knower and the known. Self-concept is also called self-construction, self-identity or self-perspective. Cooley C. H. (1902) developed the concept of "The Looking Glass Self". He defines it "As we see our face, figure and dress in the glass and are interested in them because they are ours and pleased or otherwise with them as in imagination we perceive in another's mind some thought of our appearance, manners, aims, deeds, character, friends and so we are variously affected by it".

Review of Literature

Self Concept is the picture of oneself. It is his view of himself as distinct from who he is viewed by others on the basis of his behavior. Roger (1959) has derived a systematic form of Self Concept. The Self Image incorporates his perception of what he really likes and his worth as a person as well as his aspirations for growth and accomplishment. Self-concept is one of the important factors that determine personality and success in life in all fields including academic achievement. One's perception about oneself creates zeal, motivation, positive or negative energy in him/ her which determines the level of success or failure. Franken (1994) states that "there is a great deal of research which shows that the self concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves and it is possible selves that create the motivation for behavior". Self-concept is an individual's awareness of her/his own identity. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-esteem (what the person feels about the discrepancy between what s/he is and what s/he would like to be) Lawrence, (1996).

There is considerable interest in the self-concept of deaf children and adolescents, Bat-Chava, (1993) Obrzut, Maddock & Lee, (1999), Kluwin, Stinson & Colarossi, (2002) and Hintemair, (2008). Positive self-concept is associated with higher levels of positive adjustment and lower levels of psychosocial problems, especially internalizing problems Crocker, & Wolfe, (2001), Harter, (1999) and Owens, Stryker, & Goodman, (2001).

Adolescence is a time when individuals are faced with the task of figuring out who they are and how they fit into the world as they go through many physical and emotional changes, Blakemore S.J. (2014). These changes, as they transition into adolescence, may cause those individuals to be self-conscious or sensitive as they compare themselves to others around them within social environments, Crone E.A.(2012) & Peper J.S. (2013). This transition is trying for a typical teenager, but what if the teenager has the additional challenge of being a deaf person in a hearing world?

One of the main problems of the handicapped child is whether or not the child can develop an adequate self concept in the regular school setting. This is an especially big problem for the hearing-impaired child in a regular school setting. Can the child be expected to have a self-concept that is as good as that of the normal-hearing child? Because of a lack of information about the interaction of the hearing-impaired child and his environment, interpretation of the differences found between the hearing-impaired child or various categories of the hearing-impaired child and the hearing child must be tentative.

Taiwo O. Omotayo (2011) investigated the relationship between the self-concept and academic performance of hearing impaired students attending special and regular schools. The findings of the study revealed significant relationship between self-concept and academic achievement of the subjects. There was no significant difference in the self-concept of subjects in the special and regular schools while there was a significant difference in the academic performance of the two groups of subjects. These findings were discussed and appropriate counseling suggested with a view to enhancing the self-concept and correspondingly the academic performance of students

Gent, Tiejio van (2012) found Self-concept and ego development, two intertwined aspects of self indicating well-being and social-cognitive maturation respectively, were examined in a representative sample of deaf adolescents of normal intelligence, deaf adolescents showed lower levels of self-perceived social acceptance, close friendships and ego development and higher physical appearance.

Talwar M. S & Kaur, S (2015) found the two groups of students i.e. physically challenged and normal secondary school students have been found to be significantly different on real self dimension and ideal self dimension of self concept inventory. And the two groups viz. physically challenged and normal secondary school students, were compared with each other on academic achievement, it was found that normal secondary school students have high academic achievement than physically challenged secondary school students.

Maurya, R. & Dr. Singh V. (2016) investigated the relationship between the self-concept and academic achievement of hearing impaired students attending schools. The findings of the studies are (1) the self-concept of most of Hearing Impaired children are of average level. (2) Most of the

hearing impaired children have good academic achievements in their schools. (3) There is positive high level of correlation between self-concept and academic achievement of HI children. These findings were discussed and appropriate counseling was suggested with a view to enhance the self-concept and correspondingly the academic achievement of students.

Yadav, S. K., & Gathoo, V. (2018) explored Studies related to self-concept are mostly related to so called normal people. Specifically, studies carried out in India are done with sample of college going students. In view of the fact, there is dearth of studies dealing with hearing impaired as well as visually impaired; present study has special significance. It might reveal facts about the perception of hearing impaired and visually impaired people towards themselves. Results revealed that the male students had significantly superior intellectual self concept than female students, Students with hearing impaired demonstrated significantly better moral and emotional self concept than the students with visual impairment.

Mekonnen Mulat, Elina Lehtomäki & Hannu Savolainen (2019) viewed a decrease in the academic achievement and academic self-concept of DHH students who were in a special class (Grade 4) when they transferred to the mainstream (Grade 5), while the academic achievement and self-concept of the DHH students continuing in a special school remained stable. All three groups – DHH in the mainstream, DHH in the special school and hearing students – showed improvements in their social self-concept after the transition.

Objectives of the study

1. To investigate the difference of Self Concept between Hearing impaired male and Normal male Secondary school Student.
2. To investigate the difference of Self Concept between Hearing impaired female and Normal female Secondary school Student.
3. To investigate the difference of Self Concept between total Hearing impaired and Normal Secondary school Student.

Method

Participants

The sample size was 200 selected from the Ahmedabad and Rajkot City. Participants in the sample ranged in age from 14 to 17 years old, secondary (8th, 9th, 10th) students. 100 Hearing Impaired students, comprising of 50 male and 50 female students and 100 normal Students were selected from different Schools of Ahmedabad and Rajkot City, comprising of 50 Male and 50 Female.

Instruments

Personal Data Sheet

A personal data sheet was used to get information on background variables like age, gender, standard, birth order, type of family, parents' education and occupation, parents' age, number of siblings, family income, onset of disability, severity of disability and parental disability status.

Self Concept Inventory: The Inventory was used to measure Self Concept developed by Dr. J.H. Shah. The instrument contains 80 items with 40 negative adjectives and 40 positive adjectives response answered on a five point Likert scale in which Respondents rate adjectives on a scale of 1 to 5, the responses vary from Strongly agree-5, Agree Slightly-4, Neutral-3, Disagree Slightly-2, strongly Disagree-1. In the negative items in the scales scoring was done in the reverse order. The author has reported satisfactory validity of the Inventory.

Procedure

In order to fulfill the objectives of the study, the researcher has selected purposive sampling 100 Hearing Impaired Students 50 male and 50 female students and 100 Normal Students 50 male and 50 female students. Hearing Impaired Students were contacted through Special school of deaf and Blind Students, Normal Students were selected from various School. After taking the permission of the Principal, Students who expressed interest to

participate in the study were approached by the researcher who explained the study and provided them with all details and answered all their questions. Students were informed related to the title of the study, its purpose and a statement informing the participants that their privacy would be protected by assuring them that their responses will be treated confidentially, and information that reveal their identity will not be recorded. Also, the Students informed that information will be used for the purpose of the research only, and that their participation is voluntary and they have the right to withdraw at any time. Same procedure was done with data collection of Normal Students. The whole procedure was done in Gujarati language. To analyze the data t-test method was used.

Results and Discussion

In order to examine the difference between Hearing Impaired and Normal Students according to their Self Concept t-test was conducted.

Table 1
Comparisons of Hearing Impaired and Normal Male Students on Positive Self concept and Negative Self Concept Scores

Variables	Participants	N	Mean	SD	t
Self Concept Positive	Hearing Impaired Students	50	146.06	11.15	4.40*
	Normal Students	50	161.08	22.70	
Self Concept Negative	Hearing Impaired Students	50	114.06	23.96	5.66*
	Normal Students	50	141.84	24.10	
Self Concept All Over/Total	Hearing Impaired Students	50	260.66	30.87	6.21*
	Normal Students	50	306.64	42.22	

*p<.01

Examining the Table 1, it is evident that the Hearing Impaired male students' mean scores of Positive and Negative Self Concept is (M=146.06, 114.06) and Normal male Students' mean scores is (M=161.08, 141.84), which is higher than Hearing Impaired male Students. It shows significant differences between mean scores of Positive self concept of Hearing Impaired male Students and Normal male Students. In accordance with this result, Negative Self Concept also presents significant difference between Hearing Impaired male Students and Normal male Students. Examining the Table 1, it is evident that the Hearing Impaired male Students' Mean scores of assessing all over Self concept (M =260.66) and Normal male Students' Mean score is (M =306.64), which is higher than Hearing Impaired

male Students. Findings of this study agree with the earlier findings confirms that low self concept in hearing impaired the result of the belief that other people have negative feelings and negative thoughts against them, which in fact does not exists. Rushdie (2007) explored a result of the society's attitude of labeling, make them to experience psychological depression and subsequently develop negative self-concept. Not surprisingly, some studies Roy, (1992) & Ramdall, (1999) have shown that in general, the self-concept of hearing impaired people are more negative than that of the general population. Some researchers have found that the self-esteem of DHH children and adolescents is lower than their hearing peers, Tamba K. (2004) & Weisel & et.al. (2005).

Table 2
Comparisons of Hearing Impaired and Normal Female Students on Positive Self concept and Negative Self Concept Scores

Variables	Participants	N	Mean	SD	t
Self Concept Positive	Hearing Impaired Students	50	160.18	20.72	0.75NS
	Normal Students	50	162.76	12.96	
Self Concept Negative	Hearing Impaired Students	50	129.86	19.13	3.21*
	Normal Students	50	141.98	18.66	
Self Concept All Over/Total	Hearing Impaired Students	50	294.06	28.38	2.83*
	Normal Students	50	303.16	36.32	

NS= Not Significant, *p<.01

The Table 2 shows the mean score of Positive self concept according to Hearing Impaired female students and Normal female students' is 160.18 & 162.76 respectively. 't' value shows, there is

no significant difference between Hearing Impaired female students and Normal female students. In contrary, the mean score Negative self concept according to Hearing Impaired female students and

Normal female students' is 129.86 & 141.98 respectively. It shows significant difference, which means there exists difference in their Negative Self concept between Hearing Impaired female students and Normal female students. It can be inferred from the Table 2 't' value 2.83 shows, Hearing Impaired female students and Normal female students differ significantly in the matter all over self Concept. It means there exists difference between Hearing Impaired female students and Normal female students on all over self concept. The older studies on self-concept that did not find a difference used different measures of self-concept than the more current research, such as teacher report or an old

self-report self-concept scale with students from one classroom in only one school, Cates JA, (1991), Kluwin TN, (1999). Other researchers have not obtained significant differences between deaf and hearing youth. Cates JA, (1991) and Koelle WH & Convey JJ (1982). Cambra and Silvestre, (2003) assumed that, by means of physical self-concept, the hearing-impaired students compensate for any negative feelings about the formation and establishment of social relationships and probably also their feelings about academic achievements, so that they attempt to maintain a stable, and positive self-concept

Table 3
Comparisons of Total Hearing Impaired and Normal Students on Positive Self concept and Negative Self Concept Scores

Variables	Participants	N	Mean	SD	t
Self Concept Positive	Hearing Impaired Students	100	153.12	18.27	3.52**
	Normal Students	100	162.28	18.44	
Self Concept Negative	Hearing Impaired Students	100	128.29	25.47	2.20*
	Normal Students	100	135.85	22.92	
Self Concept All Over/Total	Hearing Impaired Students	100	281.91	40.72	3.48**
	Normal Students	100	300.62	34.98	

*p<.01, **p<.05

From the above table shows that the positive Self concept means of Hearing Impaired and Normal students are 153.12 and 162.28 respectively. As far as mean is concerned the Normal students are in a better position. The t-value (3.52 at 0.05 level of significance) is found to be significant (P<0.05). That means there lies a difference between Hearing Impaired and Normal Students in their positive Self-Concept. On the basis of above table shows that there exists a significance difference between negative self-concept of Hearing Impaired and Normal students. The t-value (2.20 at 0.01 level of significance) is found to be significant (P<0.01). On the basis of above table the researcher also found that significance difference exists between negative self-concept of Hearing Impaired and Normal students. at (0.05) level of significance. The result of the table reveal that both visually impaired and hearing impaired college going students shows poor self concept and same perception of their appearances, abilities and disabilities, values and aspirations. Further they show poor response towards positive attitude, dealings and self involvement in any activities and knowledge towards their achievements. Brice P, Strauss G (2016) viewed Deaf adolescents are often faced with the additional challenge of managing these adaptations in a hearing world, where communication and access to information, especially about their social world, are incomplete at best and nonexistent at worst. The reason of high self-concept in Normal students may be that they look normally themselves than the other categories like Hearing impaired and Hearing Impaired due to lack of expression and understanding of others towards themselves which results in anxiety, insecurity problem of poor self concept about their social identity.

Conclusion

On the basis of the data analysis the following conclusions have been drawn.

1. The two groups of students i.e. Hearing Impaired and normal secondary school Male students have been found to be significantly different on positive and negative self concept. The mean differences favors the normal group of secondary school male students, which clearly indicates that normal group of secondary school students have a high all over self concept as compared to Hearing Impaired secondary school male students.
2. The two groups of students viz. hearing impaired and normal secondary school female students have not shown any significant difference on negative self concept. This indicates that the two groups of Students have similar level of Self concept. However, in positive self concept found to be significantly different. The mean differences favors the normal group of secondary school students, which clearly indicates that normal group of secondary school students have a high all over self concept as compared to Hearing Impaired secondary school students.
3. The two groups of students i.e. Hearing Impaired and normal secondary school total (Male-Female) students have been found to be significantly different on positive and negative self concept. The mean differences favors the normal group of secondary school total students, which clearly indicates that normal group of secondary school students have a high all over self concept as compared to Hearing Impaired secondary school total students.

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