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Comparative study of adjustment between hearing impaired and normal hearing impaired students at Rewa district

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Abstract

The present investigation has been carried out by following the objectives to compare the Adjustment between hearing impaired and Normal hearing upper primary school students. The investigators have selected 100 upper primary students (50 hearing impaired and other 50 normal) 7th class students from various special and Normal hearing schools in Rewa district. The data was collected by using J.H. Shah Pupil Problem Check list 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 hearing upper primary school students on their Adjustment.

Keywords: Adjustment, hearing impaired, normal hearing students, upper primary school, Rewa district

Introduction

Adjustment problems are the most fascinating study area of these days. Elementary school students also face pressures such as competition with peers, future careers, and expectations from parents and teachers, which can lead to adjustment problems for young people. According to Brice and Strauss (2016) ^[1], adolescence has long been viewed as a period of rapid change in many countries, including physical, intellectual and social. Young people must adapt to evolving skills and needs and adapt to a changing environment. Deaf young people face the additional challenge of managing changes in the world of hearing, where communication and access to information, particularly regarding their social world, is incomplete at best and non-existent at worst. People need repentance, social change, and educational change. A good treatment will help him overcome different problems. It helps to build relationships with the community, with friends. This will also establish a good relationship with the school and with himself. Change is a constant need and change in the environment is inevitable, and every situation or environment of youth should be adjusted to have good social relations, improve education and avoid conflict.

Review of Literature

David and Gary (1980) ^[2] noted that deaf students in boarding schools and hearing students in public schools were similar at all developmental stages. It has been determined that deaf and hearing impaired students in public schools have lower self-esteem than other students. Deaf students in public schools also seem to have lower levels of social, emotional and behavioral skills. Tidball (1990) ^[3] found deafness leading to a lot of psychological problems and sociological maladjustment. Bhuvanewari and Immanuel (2013) ^[4] showed that adolescent students with hearing impairment do not differ in anxiety, frustration and aggression levels. There was a positive correlation between the levels of anxiety, aggression and adjustment excluding frustration among hearing impaired adolescents. Some of the demographic variables showed significant influence on the psychological variables studied. Anxiety, frustration, aggression and adjustment measures are positively correlated. Bhuvanewari and Immanuel (2013) ^[4] found adolescent students with hearing impairment do not differ in anxiety, frustration and aggression levels. There was a positive correlation between the levels of anxiety, aggression and adjustment excluding frustration among hearing impaired adolescents. Some of the demographic variables showed significant influence on the psychological variables studied. Anxiety, frustration, aggression and adjustment measures are positively correlated. Muhammad *et al.*, (2016) ^[5].

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The findings revealed moderate level of social emotional adjustment among hearing impaired students. As a whole, there was no significant difference in social emotional adjustment of primary and elementary level children and in boys and girls. However, significant difference was observed in sub-scale 'emotional adjustment' about male and female hearing impaired students. Rai and Rana (2016)^[6] There exists significant difference in Adjustment between/among different sub-groups of Hearing Impaired students formed on basis of: (i) Gender, (ii) Class, (iv) Perception about Facilitation for Hearing impairment; while There exists no significant difference in Adjustment between/among different subgroups of Hearing-Impaired students formed on basis of: (iii) Type of Disability. Sarkar and Banik (2017)^[7] indicated that there were no significant differences between boys and girls in adjustment and academic achievement in adolescence period. The result also revealed that there was a significant difference among emotional adjustment, social adjustment, educational adjustment and academic achievement in adolescent period. The researcher also found that there exist positive relationship between adjustment & academic achievement of boys & girls in adolescence period. Kaur *et al.*, (2019)^[8] explored that there were no significant difference in school adjustment among adolescents with and without hearing impairment and also no significant gender differences were found. Adolescent children with hearing impairment were more aggressive in compared to the same age group adolescents without hearing impairment. Boys were more aggressive as compared to girls in both groups. There is a need to address the issues related to aggression among adolescents with hearing impairment specifically adolescent boys through psychosocial interventions to channelize their energy in a positive direction. Chauhan and Joshi (2019)^[9] explored that there were significant difference between Hearing Impaired Students and Normal hearing Students on their total Adjustment. According to their Physical Health Adjustment also found significant difference between Hearing Impaired Students and Normal hearing Students in social Adjustment. Kumari, Sushmita and Dr. Rekha Gupta (2023)^[10] observed the study highlighted that hearing-impaired children had significantly lower self-esteem than normal-hearing children and differed significantly in the social, performance and appearance domains of self-esteem. This call for an early detection and intervention program to minimize the impact of hearing loss on a child's development and focus on their strengths, build self-esteem, emphasize their positivity to maximize self-esteem.

Objective of the study

There is limited research that has investigated the influence of hearing status on self-esteem of children. Hence, the present study has been taken up with the following objectives:

1. To Rewa district investigate the difference between Hearing impaired and Normal hearing upper primary school Students to their Total adjustment.
2. To research area investigate the difference between Hearing impaired and Normal hearing upper primary school Students to their Physical Health adjustment.
3. To research area investigate the difference between Hearing impaired and Normal hearing upper primary school Students to their financial adjustment.
4. To Rewa district investigate the difference between

Hearing impaired and Normal hearing upper primary school Students to their Personal adjustment.

5. To research area investigate the difference between Hearing impaired and Normal hearing upper primary school Students to their Social adjustment.
6. To Rewa district investigate the difference between Hearing impaired and Normal hearing upper primary school Students to their Religious adjustment.
7. To Rewa district investigate the difference between Hearing impaired and Normal hearing upper primary school Students to their Educational adjustment.

Hypothesis of the study

The null hypothesis formulated for the present study is:

1. In the research area there is a significant difference between hearing impaired students and normal hearing students in their total adjustment.
2. There is a significant difference between hearing impaired students and normal hearing students in their physical health adjustment in the research area.
3. In the research area, there is a significant difference between hearing impaired students and normal hearing students in their financial adjustment.
4. In the research area, there is a significant difference between hearing impaired students and normal hearing students in their personal adjustment.
5. In the research area, there is a significant difference between hearing impaired students and normal hearing students in their Social adjustment.
6. In the research area, there is a significant difference between hearing impaired students and normal hearing students in their religious adjustment.
7. In the research area, there is a significant difference between hearing impaired students and normal hearing students in their Educational adjustment.

Methodology

The population for the study consists of hearing-impaired and normal-hearing upper primary school students from the towns of Rewa, Madhya Pradesh, India. The study included a differential research design. A total of 50 hearing-impaired and 50 normal-hearing children were purposively selected, due to attrition, the final sample consisted of 50 hearing-impaired upper primary school children and 50 normal-hearing children studying in 7th standard from Rewa district. The block education officer and principal of the respective schools were contacted and permission was obtained to carry out the research work. A class list of hearing-impaired children studying in the 7th grade was created and all questions were explained in sign language to the respondents with the help of class teachers and data were collected.

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.

Pupil Problem Check List: It was developed by Dr. J.H. Shah. Pupil Problem check List is a self-administering inventory for the students 8th to 10th Standard to locate the problems which the students face in different areas. The

instrument contains 140 items belonging to six areas. Each statement where they agree is answered by ticking true. The six areas are Physical Health, Financial, Personal, Social, Religious and Educational. 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 50 Hearing Impaired Students 25 male and 25 female students and 50 Normal hearing Students 25 male and 25 female students. Hearing Impaired Students were contacted through Special school of deaf and Blind Students, Normal hearing Students were selected from various Schools. After taking the permission of the Headmaster/ 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 hearing Students. The whole procedure was done in Hindi language. To analyze the data t-test method was used.

Results and Discussion

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

Table 1: Comparisons of Hearing Impaired and Normal hearing Students

Variables	Participants	N	Mean	SD	't'
Total Adjustment	HI	50	38.08	16.75	5.90*
	NH	50	56.44	14.26	
Physical Health Adjustment	HI	50	6.33	4.24	4.28*
	NH	50	10.47	5.36	
Financial Adjustment	HI	50	2.97	2.66	6.93*
	NH	50	7.55	3.84	
Personal Adjustment	HI	50	11.23	7.03	5.84*
	NH	50	18.85	5.97	
Social Adjustment	HI	50	6.92	5.04	4.24*
	NH	50	12.22	7.25	
Religious Adjustment	HI	50	6.48	3.05	2.33**
	NH	50	4.83	3.97	
Educational Adjustment	HI	50	9.69	7.09	5.78*
	NH	50	16.85	5.14	

Figure in the parenthesis indicates percentage,
 **Significant at 0.01 level, *Significant at 0.05 level.
 HI= Hearing Impaired, NH = Normal hearing

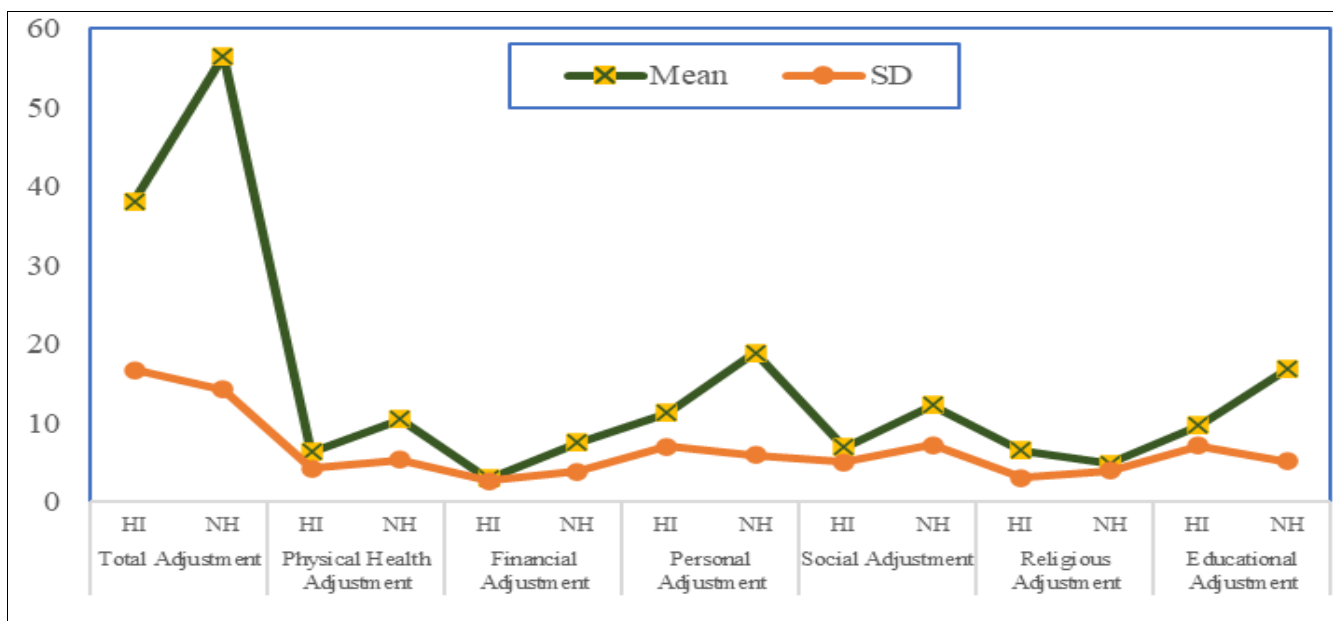


Fig 1: Diagrammatic representation of the comparison of hearing impaired and normal hearing impaired students in research area

Examining the Table 1, it is evident that the Hearing Impaired Students’ mean scores of Adjustment according to total adjustment is M= 38.08 and Normal hearing Students’ Mean scores of assessing Adjustment is M =56.44 which

shows significant difference between Hearing Impaired Students and Normal hearing Students on total Adjustment. That means Normal hearing students’ level of adjustment is higher as compare to the hearing impaired.

The Table 1 shows the mean score of Hearing Impaired Students' Adjustment according to their Physical Health which is 6.33 and Hearing Impaired Students' mean score is 10.47. It shows significant difference, which means there exists difference in their Physical Health Adjustment of Hearing Impaired Students and Normal hearing Students.

Data inserted in Table 1 reveals that 't' value of Hearing Impaired Students and Normal hearing Students is 6.93 which is significant at .01 level which shows there is difference in Adjustment. Therefore, significant difference was observed between Hearing Impaired Students and Normal hearing Students according to their Financial Adjustment.

It can be inferred from the Table 1 that Hearing Impaired Students as compare to Normal hearing Students differ significantly on their Personal Adjustment, It means there exists difference in their Personal Adjustment. That means Normal hearing students' level of personal adjustment is higher as compare to the hearing impaired.

Table 1, indicated that 't' value of Social adjustment of Hearing Impaired Students and Normal hearing Students is 4.24 which is significant at .01 level which shows there is difference in Social Adjustment. Therefore, it is believed that hearing impaired students have lower level of Social Adjustment as compare to Normal hearing students.

It can be inferred from the Table 1 that Hearing Impaired Students and Normal hearing students differs significantly in the matter of Religious Adjustment at .05 levels. It means there is difference in their Religious Adjustment of Hearing Impaired Students and Normal hearing Students.

The table 1 reveals the mean score of Hearing Impaired Students and Normal hearing students in context to Educational Adjustment is 9.69 and 16.85 respectively. 't' value indicates significant difference between Hearing Impaired Students and Normal hearing students which also reveals significant. Therefore, significant difference was observed between Hearing Impaired Students and Normal hearing Students on their Educational Adjustment.

Discussion

In this study, an effort was made to investigate to compare Adjustment problems of hearing impaired and Normal hearing secondary students. The result revealed that overall adjustment of hearing impaired students falls in the range of lower level. The same level of adjustment was also noted for all the six sub-scales; Physical Health, Financial, Personal, Social, Religious and Educational. Several studies report that hearing impaired students demonstrate high rate of emotional and behavioral problems (Sinnot & Jones, 2005) ^[11]. On the other hand, Akram and Hameed (2014) ^[12] carried out a research study in Pakistan and observed that deafness may not be considered the only cause of poor performance and adjustment of students with hearing impairment. Other factors such as parental awareness, peers, and teacher support also influence the social-emotional adjustment of hearing-impaired students. As the data show, current research found that hearing impaired students differ significantly in physical health adjustment. Bodily health means a normal state and its birthright. It is the result of living in harmony with the natural laws of body, mind and environment, as hearing impaired students may have less health adjustment than normal hearing students. The lack of one or more physical functioning among such children is in itself a major source of maladjustment since some of their

needs-social or psychological, remain ungratified leading to decrease in capacity to adapt to their environment (Shaffer, 1961) ^[13]. However, hearing impaired also differs significantly according to Financial adjustment. It shows financial adjustment impacts differently in both of the hearing impaired students and normal hearing students. Moreover, the findings of Personal adjustment differ significantly according to hearing impaired students and normal hearing students. While comparing the Social adjustment, it was found that hearing impaired students significantly differ in context to social adjustment with normal hearing students. In society hearing impaired people face stigmas from community, which causes social emotional instability and uncertainty in their personality (Bat-Chava, 1993; Crowe, 2003) ^[14-15]. In contrary results were reported by Mohanraj and Selvaraj (2013) ^[16] who conducted study in Tamil Nadu India. They identified the medium level of social and personal adjustment, anxiety, frustration and anti-social behaviors among the hearing impaired children. Due to special education schooling, teachers help to make hearing impaired children socially and emotionally stable in their daily lives. Parents' and peers group's cooperation also enables hearing impaired children to attain normal social adjustment (Schloss, 1990) ^[17]. The results also showed that the average religious adjustment score of normal hearing students is higher than that of hearing impaired students. In addition, respondents' mean score on educational adjustment found that normal hearing students are well adjusted educationally than hearing impaired students. adjustment problems of the hearing impaired at school and at home are manifested in several ways, such as their behavior in the classroom, low self-concept, high anxiety, low achievement, poor relationship with parents, teachers and peers, poor level of communication.

Conclusion

In light of the findings, it can be concluded that there is a significant difference between students with hearing impairment and students with normal hearing in their overall adjustment. According to their physical health, a significant difference was also found between students with hearing impairment and students with normal hearing in social adjustment. A significant difference was observed between students with hearing impairment and students with normal hearing after financial adjustment. However, in the context of personal accommodation, there is a significant difference between students with hearing impairment and students with normal hearing. The result showed that students with hearing impairment and students with normal hearing differed significantly in religious adjustment as well as in their education.

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