
Status of Social Adjustment of Adolescence Boys with Hearing Impairment

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Abstract:

Every individual is different from others but being a human slowly but surely they may able to adapt in some matter. It has already been observed that the hearing impaired children show some adjustment problems socially, educationally and emotionally. To find out the genuine adjustment problems researcher has conducted the study on 40 hearing impaired children through which 20 from special and 20 from inclusive schools. The researcher used inventory tool named 'Adjustment Inventory for School Students'. Information was collected through purposive sampling method and used statistics as percentage, mean, standard deviation and t- test to analyze the interference. The finding of the research shows that the deaf adolescent students in both special and inclusive school are quite socially adjusted but there is no major difference found. That means that special schools were providing better environment for their social development while something happens to be lacking in our inclusive school. It may be there is less peer inclusion of hard of hearing boys with the hearing ability to hear peers. Some other factors may be looked at like lack of social and emotional support by the general educators at inclusive school.

Key words: Adjustment problems, social adjustment, hearing impairment, inclusive school and special school

Introduction:

The human being can adapt themselves based on their environment and can also change their environment to suit them. Typically the word 'adjustment' means in common idiom, making oneself fit the demands of the external world. In contrast to birds and animals, they cannot go in hibernation or for migration when they find their habitats unviable. They modify or change or adapt themselves or their environment according or sometimes do both. The particular biological concept of variation underlies this term, which, when applied in psychology, indicates one's struggle to get along or make it through in his social and physical environment. It is made up of two varieties of processes like fitting oneself into given circumstances and transforming the circumstances to fit one's needs.

Adjustment can be understood both as an achievement so that as a process. All through our lives we strive to accommodate or modify ourselves to various situations and accomplish it either poorly or adequately. But when we ask how we adapt under different circumstances or what impacts this adjustment- then we are only trying to be familiar with process of adjusting. In the same situation, two persons take option to different adjustive techniques, which proves that there must be some personality aspect making them respond differently. To be able to understand person dissimilarities in the adjustive process, we need to turn to dissimilarities in biological makeup products and in the life great the person because these are basic creation of personality traits which, consequently, condition the individual's reaction. So, it could be said that adjustment and personality are inextricable bound collectively.

Deaf Adolescent and Their Problem:

Observation of activities with individuals during the teen period reveals that there is fairly distinct time during which the individual are not able to be treated as a child, and actually latest such treatment. During this transition from childhood to adulthood, consequently the issue is referred to as an adolescent. The person during this period of life remains confused as he or she is neither considered a man by society and nor consider himself as a child. This problem may be seen in the descriptive label given to this period of life as 'storm and stress'. The major tasks with this period are-

- Ñ Achieving an appropriate dependence- independence position
- Ñ Achieving an appropriate affection pattern
- Ñ Achieving a sense of belonging
- Ñ Achieving language and communication skills
- Ñ Developing intellectual skills and concepts
- Ñ Developing conscience, morality, and a set of values
- Ñ Working for economic independence

Basic effect of Deafness:

Hearing is the main mode of acquiring about information about people, places and process. Given that deafness relates to the sensory deficits of hearing, the experience of the deaf individuals are incredibly restricted. As an effect, deafness imposes many limitation and restriction on an individual. Berthold Lowenfeld (1948) has determined major restrictions and views them as 'the basis objective effects of deafness' which influences negatively speech, language and communication as well because the intellectual development of the child.

Social Adjustment:

The quality and characteristic of the social interaction between a deaf and a hearing to person are determined by the capacities and attitudes of each. Hearing reduced person has a inclination to be more frequently socially isolated or to have feeling of isolation and detachment (Mittal, 1988). He is not at all times able to choose his companion for conversation, often having to wait to be voiced to first.

Factor influencing Adjustment of Hearing Impairment:

The dynamics which impels one to adjust is necessity. But deaf persons vary in their responses to this demand of necessity due to various factors, such as-

- Ñ Age of onset of deafness.
- Ñ Degree and type of residual hearing
- Ñ Setting rural and urban areas.
- Ñ Family background

Operational Definition:

Social Adjustment: Social adjustment is changes in habitual conduct and behaviour which an individual must make in order to fit into the community in which he/ she lives.

Adolescence: Adolescence is the one of the stage of the development. Age of 12 to 18 denote the period of adolescence for boys. Adolescence is the period of transition from childhood to adulthood caused by physical and sexual development primarily.

Hearing Impairment: The term used to describe the inability to hear normal speech patterns and general sounds within the environment.

Special School: Special schools are a different type of school setting where the only disabled person reside and learn. Special schools provide complete education and rehabilitation for the disabled children.

Inclusive School: Inclusive School is a common school setting, refers to the measures taken to provide educational resources within the regular educational system, for those children who need them (disabled). Inclusive schools are those regular schools that enroll children with special needs, in this context visually impaired children.

Objectives of the Study:

-) To know the status of social adjustment of adolescence boys with hearing impairment studying in special school.
-) To know the status of social adjustment of adolescence boys with hearing impairment studying in inclusive school.
-) To compare the social adjustment of adolescent boys with hearing impairment studying in special and inclusive school.

Data Collection:

Data collection was done by personal visit to special and inclusive schools. First of all, the investigator made contact to principal of the school and took permission for data collection and then proceeded for further progress.

Data Analysis and Interpretation:

In qualitative analysis percentage and pie chart were used to show the social adjustment of deaf adolescent boys in inclusive and special school. A total Mean, Standard Deviation and t- test was also used for the study.

Table no. 1

Social Adjustment of Boys with Hearing Impairment

Category	Description	Range of Scores	Special School	Inclusive School
A	Excellent	1& below	1	2
B	Good	2-4	6	6
C	Average	5-7	12	8
D	Unsatisfactory	8-10	1	4
Total			20	20

Table no. 2

Percentage of Social Adjustment in Special School

S.N.	Adjustment Level	Sample	% of Sample
1	Excellent	1	5%
2	Good	6	30%
3	Average	12	60%
4	Unsatisfactory	1	5%

Graph no. 1
Social Adjustment in Special School

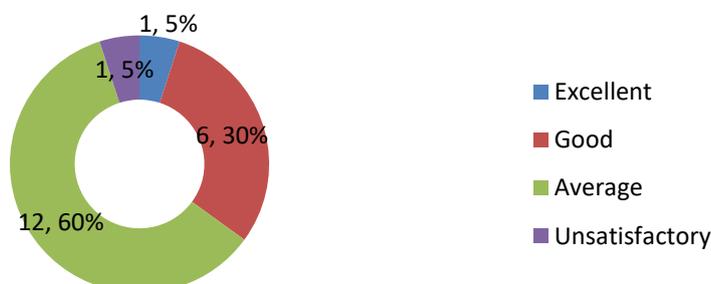
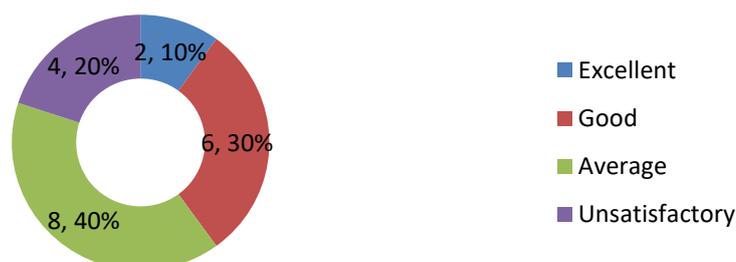


Table no. 3
Percentage of Social Adjustment in Inclusive School

S.N.	Adjustment Level	Sample	% of Sample
1	Excellent	2	10%
2	Good	6	30%
3	Average	8	40%
4	Unsatisfactory	4	20%

Graph no. 2
Social Adjustment in Inclusive School



From both the pie chart it is evident that in special and inclusive school level of social adjustment is better in special school. Two subjects were showing excellent level of adjustment in inclusive school but only one subject showing excellent level of adjustment in special school. Unsatisfactory level of adjustment is more in inclusive school than special school.

Table no. 4
Social Adjustment of Boys with Hearing Impairment in Special and Inclusive Schools

	Mean	SD	t-value
Special School	5.00	1.89	0.133
Inclusive School	5.04	2.56	

From the above table it could be interpreted that mean value for social adjustment of hearing impaired adolescent boys in special and inclusive school shows slight differences. High score depicts low level of adjustment whereas low value shows high adjustment. In this light we observed social adjustment show no difference of deaf boys on special and inclusive school. The t-value as obtained clearly show that both the groups are not differed significantly on social adjustment as the difference is not found at .01 and .05 levels.

Result & Discussion:

The objectives of the present study were to compare the level of social adjustment of hearing impaired adolescent boys studying in special and inclusive education settings. The method employed the size of the sample and other relevant procedural issues have been presented. The major finding of the study is social adjustment of hearing impaired adolescent boys in both the setting was same also social adjustment of hearing impaired adolescent boys was found average in both type special and inclusive school. On the basis of principal finding, some points are discussed here- For the social adjustment family background, parent-child relationship, parental attitude are some factors which are very important. The family plays a very important role in shaping child's personality because it is the first social environment that a child gets in his life. This is further aggravated by uncaring, unprotecting and restricting attitudes of the parents. In his study Schindels (1974) found no difference in Social Adjustment between the residential and inclusive school deaf samples or between deaf group and the hearing group. As stated above, in the area of overall adjustment there is no significant difference found between hearing impaired boys studying in special and inclusive schools.

Conclusion:

It may be concluded that deaf adolescent students in both special and inclusive school are quite adjusted. They are not showing poor adjustment in both special and inclusive school. It seems that they are not very well adjusted but there is no major difference found between the overall social adjustment in special and inclusive school. The successful inclusion of students with significant disabilities in schools and classrooms, it is clear, is never independent of the institutional context. What is rarely addressed is the extent to which the structures within secondary schools constrain many students, such as students from immigrant families and ethnic minority groups, as well as students with significant disabilities.

Delimitation of the study

- Ñ The study is limited to small number of hearing impaired students in special and inclusive schools.
- Ñ The study is limited to a particular social adjustment domain of adolescence boys.
- Ñ The study is limited to the small number of deaf adolescent boys studying in special and inclusive setting.
- Ñ The study covers the hearing impaired children the Varanasi District, Uttar Pradesh only.

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