CHAPTER -III

THE PRESENT STUDY

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CHAPTER-III

THE PRESENT STUDY

This chapter deals with statement of the problem, title of the problem, need for the study, purpose of the study, operational definitions of the key words, objectives of the study, hypotheses of the study and variables included in the study.

3.1 Introduction

In our country for the education of hearing impaired children special schools are functioning by several organizations like government, non government organizations and endowments etc,. The special school started in the year of 1884 at Mumbai. The objectives of special schools are to provide education to severe and profound hearing impaired children and multiple handicapped children according to their needs and abilities. In our country lack of proper diagnostic services, even mild and marginal hearing impaired children are also admitted in special schools. To find out which type of hearing impaired children i.e. profound, severe and moderate are having better adjustment at home and school in relation to their personality, self-concept, and socio-demographic factors.

In western countries the system of special education is changed from segregation to integration, from integration to inclusive education. In inclusive education without any discrimination all the children including disabled are included in general school.
According to Persons With Disability Act, 1995 appropriate government or local bodies have to provide free and compulsory education to all the disabled children up to the age of 18 years. Many special schools are functioning for the hearing impaired children in the state of Andhra Pradesh, India. Under the education department two special schools for the hearing impaired children are functioning at Hyderabad, Kakinada in the state of Andhra Pradesh, India.

Under disabled welfare department six residential schools for the hearing impaired children are functioning at Hyderabad, Meriyalaguda, Bapatla, Ongole, Karimnagar and Vijayanagaram. Under Tirumala Tirupati Devastanams three special schools for the hearing impaired children are functioning at Tirupati, Bhimavara and Warangal. Many Non-Governmental organizations are running special schools for the hearing impaired in Andhra Pradesh state. Andhra Pradesh state is divided into three regions. Those are Telangana, Kosta and Rayalaseema. To know the adjustment problems of hearing impaired students studying X class 18 special schools are randomly selected covering entire three regions.

3.2 Statement of the problem

More or less, there are five crores of people in India suffering from physical and mental impairment. One in every twenty Indians, suffer from one form of disability or the other. Five percent of School going age children is suffering from Hearing Impairment. Yet, their problems and their difficulties have received very little attention. This estimate gives an idea of the magnitude of the problem. Therefore, a Special study of the hearing impaired and their adjustment problems in relation to their Personality and Self concept are very essential.
The investigator is fascinated to investigate the adjustment problems of Hearing Impaired Students studying X class in Special Schools with regard to their personality and Self-concept. Hence, the following topic namely, "Adjustment problems of Hearing Impaired students of Special Schools in relation to certain Psycho-Social factors" was selected for thorough investigation of the problems concerned.

3.3 Title of the Problem

The title of the present study is "Adjustment problems of Hearing Impaired Students of Special Schools in relation to certain Psycho-Social factors".

3.4 Need for the Study

The Persons with Disability Act, 1995 Chapter 5, clearly discloses that: All the disabled children have right to free education in an appropriate environment till the age of 18 years. Special Schools for Hearing Impaired are those in which only Hearing Impaired Students are provided with education facilities based on their needs and abilities. These special schools are also called as Segregated Schools.

- There is a need to understand the adjustment problems of the hearing impaired students in school as well as at home.

- There is a need to know the relationships among adjustment problems, personality and self-concept of Hearing Impaired students studying X class in Special Schools.
There is a need to find out the influence of other personal and Socio-demographical factors on the adjustment problems of the hearing impaired students of special schools in relation to their personality and self-concept.

With the help of this study we can find out, which type of (degree of hearing loss) of hearing impaired students are having better adjustment at home and school.

To know the draw backs of the home environment as well as school environment and suggest to the education and disabled welfare department officials to rectify the draw backs.

To bring better adjustment in both home and schools of the hearing impaired students.

To find out what required changes are necessary to create positive adjustment environment in both home and schools of the hearing impaired students.

3.5 Purpose of the Study

The present study aims at investigating the adjustment problems of hearing impaired students studying in X class in Special Schools with regard to their personality and self-concept. The purpose of the study is an attempt to answer the following aspects. Whether there is any relationship among adjustment problems, personality and self-concept of hearing impaired students studying X class in special schools.
Whether there is any relationship among personal factors, adjustment problems, personality and self-concept of the hearing impaired students.

Whether there is any relationship among socio-demographical factors, adjustment problems, personality and self-concept of hearing impaired students:

3.6 Scope of the Study

The main intention of the study is to know the adjustment problems of hearing impaired students studying X class in Special Schools with regard to their Personality and self-concept in Government, Non-Government Organization and T.T.D., Corporation and Municipal Town, Residential and Non-Residential, boys and girls and in Telangana, Kosta and Rayalseema Regions. Marks scored by the hearing impaired students of X class on the Adjustment Problems Inventory, High School Personality Questionnaire (HSPQ 14 PF), Self-Concept Scale (SCS). Marks scored by the hearing impaired students on the Adjustment Problems Inventory constructed by the Investigator from X class Students in Special Schools, and also administered High School Personality Questionnaire (14 PF), Self-Concept Scale (SCS) tools from the same students are taken for this Investigation.

The study attempted to find out the adjustment problems of hearing impaired students between the dependent variables, (adjustment problems) and independent variables viz., personality, self-concept, personal and socio-demographical variables.
3.7 Operational Definitions of the Key words

Adjustment Problems: Problems in adapting oneself to the environment. The main areas of adjustment are Home Adjustment, Social adjustment, Academic adjustment and Emotional adjustment.

Hearing Impaired: A hearing loss which hampers oral-aural communication. The loss can be partial or total. It can arise pre-lingually or post-lingually.

Students: Persons studying under relatively close supervision and tutelage of teacher (Good, 1959).

"Refers to those enrolled in a School, College or University to follow particular course of study" (Taneja, 1991)

Special Schools: A School providing instructions with techniques of Special Education for severely handicapped children of one or another type (Such as deaf or retarded) (John Bellingham, 2004)

Special Schools are those in which only disabled (Hearing Impaired) students are provided with education facilities based on their needs and abilities.

Deaf: Deaf are those in whom the sense of Hearing is non-functional for the ordinary purposes of life.

Deafness: A degree of Hearing Impairment sufficient to preclude the learning of Language through the auditory channel. Functionally an inability to hear (John Bellingham, 2004)

Disabled: Any person suffering from not less than 40 percent of any disability certified by a medical authority (PWD Act, 1995).
Personality: “Personality is the dynamic organization within the individual of those Psychophysical systems that determine his unique adjustment to his environment”. (Allport 1961)

Self-Concept: Self-Concept may be defined as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

‘Self-concept is the directing force in life’ – Keren Horney.

3.8 Objectives of the study

The present investigation was carried out to obtain useful insights concerning different adjustment problems of hearing impaired students of class X studying in special schools.

This study aimed at the following objectives:

i. To know the general level of different adjustment problems of hearing impaired students.

ii. To find out the influence of different personal and social variables on the adjustment problems of hearing impaired students.

iii. To investigate the adjustment problems of the hearing impaired students at home and social, academic and emotional aspects in school.

iv To find out the gender differences in the adjustment problems of the hearing impaired students.
V To find out the differences in the level of severity of hearing impairment on the adjustment problems of the hearing impaired students.

Vi To find out the impact of the type of schooling on the adjustment problems of the hearing impaired students.

Vii To find out the locality differences of the hearing impaired students on their adjustment problems.

Viii To find out the most prevalent adjustment problems of hearing impaired students studying under different managements (i.e. Govt, NGO and TTD).

Ix To find out the influence of self-concept of the hearing impaired students on their adjustment problems.

X To identify the personality characteristics that contribute to or affect the adjustment problems of the hearing impaired students.

Xi To compare the personality profiles of less and more adjusted hearing impaired students.

Xii To develop multiple regression equations to predict the Adjustment problems of the hearing impaired students.
3.9 HYPOTHESES

The following hypotheses were set up for the investigation. The hypotheses are set up in a null form as this form of hypothesis is akin to the legal principle that man is innocent until he is proved guilty.

i. In general, the hearing impaired students of class X have less adjustment problems.

ii. There would be no significant difference between boys and girls of hearing impaired students on their adjustment problems.

iii. There would be no significant difference in the level of severity of hearing impairment on adjustment problems of hearing impaired students.

iv. Type of school would not significantly influence the adjustment problems of hearing impaired students.

v. There would be no significant influence of the management of school on the adjustment problems of hearing impaired students.

vi. There would be no significant difference between the adjustment problems of hearing impaired students studying in corporation and municipal town areas.

vii. There would not be any significant influence of the community of hearing impaired students on their adjustment problems.
viii. There would be no significant influence of fathers' education level on the adjustment problems of hearing impaired students.

ix. There would be no significant influence of mothers' education level on the adjustment problems of hearing impaired students.

x. There would be no significant influence of parental income level on the adjustment problems of hearing impaired students.

xi. There would be no significant influence of self-concept on the adjustment problems of hearing impaired students.

xii. There would be no significant influence of personality characteristics on the adjustment problems of hearing impaired students.

xiii. Personality profiles would not influence on the adjustment problems of hearing impaired students.

3.10 Variables included in the study

The review of the literature in the field of adjustment problems of hearing impaired students studying X class in Special Schools with regard to their personality and self-concept reveal, the fact that adjustment problems of hearing impaired students have been influenced by number of personal and Socio-demographic variables collectively. Hence, the following personal and Socio-demographic variables are included.
i. **Dependent Variable**

An Adjustment Problems Inventory Scores are taken as the dependent variable. The test consists of four areas. Those are adjustment problems at home. Social adjustment problems in School. Academic adjustment problems in School. Emotional adjustment problems in School. Adjustment problems at home consisted 20 statements. Academic Adjustment Problems in School consist 20 statements. Emotional adjustment problems in School consist 20 statements. Social Adjustment Problems in School consist 15 statements. Total the adjustment problems inventory consists 75 statements. These responses were taken in three point scale-'many times', 'some times' and 'never'. Total marks for all the 4 areas are 225. The Adjustment Problems Inventory is prepared and standardized by the Investigator.

i. **Independent Variables**

Psychological (Personality and Self-Concept), Personal and Socio-demographic factors are taken as independent variables. They are Personality, Self-Concept, Gender, Management, Community or Social class, degree of Hearing loss, Locality, Type of School (Day, Residential), Education of the father, Education of the mother, and Annual income of the parents.

3.11. **Brief description of variables**

**Gender:** Hearing impaired Students of both sexes i.e. boys and girls were included in the present study to find out whether there exists any significant difference between them in their level of adjustment problems.

**Type of School:** There is a general feeling that the students studying in residential schools had most adjustment problems rather to the students
studying in day school. To find out the effect of the type of school they are studying, the sample was divided into two groups viz., (i) students studying in residential schools and (ii) students studying in day schools

Management:- In the present set up of educational administration of special schools in Andhra Pradesh, the high schools are primarily managed by different managements such as government schools, Non-governmental organization schools and Tirumala Tirupati Devastanam schools. The type of management under which the student is studying may have a significant influence on the level of adjustment problems. Therefore, the students studying in government and non-government schools and Tirumala Tirupati Devastanam schools are included in this study.

Locality: - The place of study may have some influence on the adjustment problems of the students. According to the place of study, all the students are divided into two groups as (i) students of municipality areas and (ii) students of corporation areas. It is assumed that the students of municipality area and corporation areas living bring variations in the level of their adjustment problems due to the facilities available in the schools. Therefore, locality under which the students are studying is taken as a variable in the present investigation to test the significance of adjustment problems of the municipality area and corporation areas hearing impaired students.

Community:- Community of the student may have some influence on his adjustment problems. Hence, the community of the students is considered as one of the variables in the present study. The students were divided into three groups on the basis of their community viz., OCs, BCs and SCs / STs and the significance of the difference between the community and the adjustment problems of the students was tested.
Fathers' educational level: It is a known fact that the background of the parents largely determines the destiny of these progeny. In India where family bonds are very strong, parents cast indelible impression on their children right from their cradle to classroom. Educated parents influence their children through their well cultural behaviour, knowledge, reading and also guide them properly in times of need. The students are categorized into three groups on the basis of their father educational qualifications, namely – (i) No education, (ii) Up to high school education and (iii) College and above.

Mothers' educational level: Mothers’ educational level will also have a significant influence on the education of their children. It is said that mother is the first teacher to child. That is why the children show positive attitude towards their mother. Therefore, there may be an impact of mothers’ educational qualification on childrens’ adjustment. The students are categorized into three groups on the basis of their mother educational qualifications, namely- (i) No education, (ii) Up to high school and (iii) College and above.

Parental annual income: Parental income will also have significant influence on the adjustment problems of hearing impaired students. Family income has been divided into four categories namely: Very poor, poor, average and high groups of income levels. The categorization of the Income levels are given here under:

i. Students whose annual income of the parents is up to Rs.12,000/- (very poor income group)

ii. Students whose annual income of the parents is up to Rs.12,001/- to Rs. 24,000/- (poor income group)
iii. Students whose annual income of the parents is up to Rs.24,001/- to Rs.50,000/- (average income group).

iv. Students whose annual income of the parents is above Rs.50,001/- (high income group).

3.12 Limitations of the Study

The following Limitations are observed this Investigation.

- The study is confined to Andhra Pradesh State, India only.

- The study is confined to the Hearing Impaired students studying X class in special schools.

- Adjustment problems of hearing impaired students are measured through the test prepared and standardized by the Investigator.

- Adjustment problems of hearing impaired students depend on Psycho-Social, Personal and Socio-demographic factors. No factor can be studied in isolation.

This is only a presage-product study in the area of adjustment problems of hearing impaired students of Special Schools in relation to certain Psycho-Social factors.

i. It is due to laborious calculations, only certain variables are studied in this Investigation.

ii. It is a study of survey research where in the techniques of conducting test and collecting personal and Socio-Demographic information of the Hearing Impaired Students are used.