

Self- Concept Among Hearing Impaired Children



Home Science

KEYWORDS :

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ABSTRACT

Self-concept is the internal compass which directs a person's physical and metaphysical outlook, beliefs and attitudes and human relationship. Self-concept forms an essential determinant in the holistic development of a child's personality in general and for the differently abled children it is very much essential to cope up with the disability and improve standard of living. Research on self-concept of physically challenged children has centered mainly on comparative studies between people with or without impairment, and they showed mixed results. The present study is an attempt to study the self-concept of children with physical challenge. The samples were 32 children (18 boys and 18 girls) who were attending to S.V.Deaf School, tirupati. Tennessee Self-Concept Scale revised by Vasundara Devi (1985) was used to assess the self concept of children with physically challenged. The scale has 8 domains viz., Physical self, Family-self, Social-self, Personal-self, Identity, Behaviour and self-satisfaction, Moral-self and Ethical-self. The reliability and validity of the scale given by Vasundara Devi (1985) were satisfactory. The results showed that none of the Visually challenged children had high self-concept and nearly two thirds of boys (56 per cent) and 50 per cent of girls showed low self- concept. A need was felt to develop self concept among children with physical challenges.

The self is one's inner world. It results from evaluation interaction with others, becoming the consistent personal perception of "I" and "me". In the development of human personality, behavior and social interactions, self-concept plays a vital role. Self-concept is the internal compass which directs a person's physical and metaphysical outlook, beliefs and attitudes and human relationship.

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Usually various aspects of selfhood viz. self consciousness, self-realization, self-preservation, self-assertion, self dependence and self esteem are used to describe self of a person.

Rodriquez Cao (1993), defined self-concept as "the perception one has of oneself with regard to different facts of that perceptions (i.e. cognitive and emotional), that vary in importance during the person's life (the evaluational and temporal facts), influenced by social interaction which, in turn, is conditioned by the fact that the person belongs to certain social groups (the importance of the social structure)".

During early life the child's self-evaluation is heavily dependent on the ways in which others accept him, specially his parents and other family members.

Research on self-concept of physically challenged children has centered mainly on comparative studies between people with or without impairment, and the showed mixed results. A good number of studies showed that self-concept scores were lower for physically challenged children, when compared to normal controls (Neighan, 1871, Beaty, 1991, obiakas & style, 1990, Dial-Aguado et al., 1995, Hanvy and Greenway, 1984. and Nervue shanmas et al., 2004). In contradictory to this the study by Venkatesh et al., (1997), reported that there was no significant difference between the self-concept of blind and normal subjects. Sujatha and Singhal (2000), reported that learning impairment students possessed low self-esteem and academic performance.

Self-concept also includes social-self which reflects a person's sense of adequacy and worth in his social interaction, participation is social functions etc. According to Dorner (1976), participation in certain activities may be restricted as a consequence of physical disability, possibly resulting in social impoverishment and isolation. Thomas and Buz (2001) stated that physically challenged children experience more severe social difficulties than did an able body's comparison group. Self-concept forms an essential determinant in the holistic development of a child's personality and as the reported studies showed diverse results a need was felt to study

variations of self-concept, especially in children with physically challenge.The following are the objectives of the study

OBJECTIVES

- 1) To study the self-concept of Hearing Impaired children.
- 2) To study whether self-concept of children with Hearing Impaired differ depending on the age.
- 3) To study whether self-concept of children with Hearing Impaired differ depending on the gender.
- 4) To study whether self-concept of children with Hearing Impaired differ depending their type of family.

Based on the objectives the following hypothesis were framed

HYPOTHESIS

- 1) Self-concept of children with Hearing Impaired did not differ significantly according to age.
- 2) Self-concept of children with Hearing Impaired did not differ significantly according to gender.
- 3) Self-concept of children with Hearing Impaired did not differ significantly according to type of family.

Methodology

Sample:

The study sample was selected from children attending S.V.Deaf School, Tirupati. Using Random sampling technique. The samples were selected age wise and gender wise. 16 children in the age range of 11-12 years (8 boys and 8 girls) and 16 children in the age range of 13-14 years (8 boys and 8 girls), were selected for the study using Random sampling technique.

Tools:

- 1) General information Schedule
- 2) Self-Concept Scale the tools used were Tennessee self-concept scale revised by Vasundara Devi (1985) was used to assess the self concept of children with physically challenged. The scale has 8 domains viz., Physical self, Family-self, Social-self, Personal-self, Identity, Behaviour & self-satisfaction, Moral-self and Ethical-self. The reliability and validity of given by here satisfactory.

Table no: 1 Distribution of the samples of Hearing Impaired children.

Age and Gender	Number	Per cent
Boys		
11-12 years	8	25
13-14 years	8	25
Girls		
11-12 years	8	25
13-14 years	8	25
Total	32	100

From table no.1 it can be known that equal number of boys and girls were selected from age group of 11-12 years and 13-14 years to enable comparison. The other demographical variables included for the study were type of family.

Table no.2 shows the distribution of sample according to type of family.

Variables	Number	Per cent
Gender		
Boys	16	50.00
Girls	16	50.00
Type of family		
Nuclear family	30	93.75
Joint family	2	6.25
Extended family	-	-
Age		
11-12 years	16	50.00
13-14 years	16	50.00

From table no: 2 it is evident that 96.88 per cent hailed from nuclear families while 3.12 per cent was from joint family. Which shows the current trend of family situation in India.

Table no: 3 Shows the distribution of sample according to gender and self-concept

Gender	Levels of self-concept							
	Low self concept		Moderate self-concept		High self-concept		Total	
	Number	%	Number	%	Number	%	Number	%
Boys	9	56	7	44	-	-	16	100
Girls	11	70	5	30	-	-	16	100

Table No. 3 highlights the distribution of self-concept in hearing impaired children gender wise.

The majority of boys (56%) and girls (70%) of hearing impaired children had low self-concept and 44% of boys and 30% of girls had moderate self-concept. High self-concept was glaringly absent in any of the children. It is evident that comparatively more boys (7) had moderate self-concept than girls (5).

More number of boys and girls had low-self-concept, probably related to the difficulty they have in communicating with normal people and in the expression of their emotions, desires and needs. More girls (70%) had low-self concept than boys (56%) possibly because of the inhibition of social interaction and the demoralizing effect of the disability outside their group.

Table no: 4 Shows the distribution of sample according to Age and self-concept

Age in years	Levels of self-concept							
	Low self concept		Moderate self-concept		High self-concept		Total	
	Number	%	Number	%	Number	%	Number	%
11-12	9	56	7	44	-	-	16	100
13-14	9	56	7	44	-	-	16	100

Table No 4 indicates the age-wise level of self-concept in hearing impaired children. Both age-groups of 11-12, and 13-14 years show that 56% of hearing 44% had moderate self-concept. The continuation of low self-concept with increasing age probably reflects the difficulty faced by the challenged children in coming to terms with the disability.

Table no: 5 Mean scores of dimensions of self-concept among Hearing Impaired Children

Dimen-sions	Hearing Impaired children							
	Boys				Girls			
	11-12 years		13-14 years		11-12 years		13-14 years	
	Mean scores N=8	SD	Mean scores N=8	SD	Mean scores N=8	SD	Mean Scores N=8	SD
Physical-self	28.1	2.7	28.1	0.8	25.3	2.61	24.9	3.41
Family-self	24.9	3.8	26	2.39	23.6	2.22	24.4	7.23
Social-self	28.0	4.26	27.2	3.62	27.1	4.63	26.9	5.54
Personal-self	25.6	4.21	26.2	2.7	23.8	3.92	24.9	4.82
Identity	24.6	4.71	23.6	4.43	25.6	3.0	24	3.7
Behaviour and self-satisfaction	23.4	4.9	25.7	5.62	24.9	4.0	23.4	3.4
Moral-self	23.5	6.48	23.3	3.93	22.6	3.32	20.2	4.72
Ethical-self	23	6.16	23.3	6	19.1	1.0	19.9	3.1

Table No 5 describes the mean scores of dimensions of self-concept in the hearing impaired children. Among hearing impaired boys "physical-self" obtained the highest score (mean score=28.1) in both age-groups. This suggests the absence of a visible physical defect may enhance "physical-self" inspite of the impairment. "social-self" (mean score 28.0 and 27.2) occupied the second position in both age groups while "personal —self" (mean score=25.6 and 26.2) stood third, indicating that the impairment might have had a negligible effect on the self-concept. The last positions were "moral-self" (mean score = 23.5 and 23.3) and "ethical-self" (mean score=23 and 23.4) in both the age -groups.

In contrast in girls "social-self" registered the best score(mean score =27.1 and 26.9) in the two age groups. While "moral-self" (mean score=22.6 and 20.2) and "ethical- self" (mean score = 19.1 and 19.9) in both age groups shared the last position.

Conclusion

From the above discussion it can be concluded that none of the Hearing impaired children had "high self- concept" and Hearing impaired children comparatively more boys (56%) had low self-concept and more girls (50%) had moderate self-concept. In visually challenged children compared age-wise more children (75%) of 13-14 age group had low self-concept than children in the 11-12 years age-group. Among visually challenged children boys of 11-12 years recorded highest score for "family-self" and "behaviour and self-satisfaction" (mean score = 26.8 each). In girls of 11-12 years the top score was for "physical-self" (mean score=34.6) and the total group scored least in moral-self and ethical-self.

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