

A study of self-concept of hearing impaired children in relation to their academic achievement

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Abstract

This present study investigates the relationship between the self-concept and academic achievement of hearing impaired students attending schools. The objectives of paper are (1) To study the self-concept of hearing impaired children. (2) To study the academic achievement of hearing impaired children. (3) To find out the relationship between self-concept and academic achievement of hearing impaired children. Keeping in view the objectives of the present investigation, a standardized tool 'Swatya Bodh Parikshan' constructed by Dr. R.P. Varma, Dr. G.P. Sherry and Dr. P.K. Goswami on self-concept was used. A Survey method was used in this study. The findings of the studies are (1) The self-concept of most of HI childrens 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 counselling was suggested with a view to enhance the self-concept and correspondingly the academic achievement of students.

Keywords: Self-Concept, Hearing Impaired Children, Academic Achievement.

Introduction

During the last forty years, attempts have been made to enrich conditions of those strata of society which have remained neglected and deprived at essential requirements of life for centuries together. These attempts have to some extent, brought about a change in their social status. And education in its best form is one of the major aspirations of any country in the present world. The constitution of India has assumed equality of opportunity for all with special assistance to the weaker sections. This dream can be translated into a reality if proper attention is paid to the neglected group like hearing impaired children so as to ensure their full participation in the main stream of social life.

Thus the education of hearing impaired children become a crucial issue. An important objective of education is to socialize the children and make them useful citizens of the nation. Accordingly the children are provided learning experiences in the classroom situations. Perception of self, is perhaps responsible in determining their varied experiences through the common school subjects. The school can do well to enhance the concept of self by providing opportunities to these children for self-expression.

Self-concept whether used as an outcome itself or as a mediating variable that helps in explaining achievements outcomes, is a critical factor in education and educational research. A positive self-concept is valued as a desirable outcome in many educational settings, which facilitated the attainment of other desired outcome such as academic achievement.

An individual's view of life and his evaluation of the world and his place in that world are factors in his development. He may either have the courage to meet varying environmental conditions as a challenge or may use the some environmental factors as an excuse to prevent him from functioning. Self-concept is the image that we have of ourselves. This image is formed in a number of ways, but is particularly influenced by

our interaction with important people in our lives. Cambra (2003) [4]. have agreed that some factors appear to influence the self-concept of students with special needs, and for example; severity or degree of disability, acceptance of disability by parents, type of school (regular or special) and special support. Dugan (2003) [7]. 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) [15]. points out that self-concept are one of the concept affected directly and clearly by disability of disabled generally and Deaf and DHH in particular that will be come through social, cognitive and developmental constraints imposed on disabled. All that will be reflected in the ability of psychological adjustment and social and healthy growth. Schmith and Cargan (2008) [17]. denoted that earlier research conducted on the self-concept of deaf or hard of hearing students and their hearing peers in regular setting has shown inconsistent results. Therefore, when we consider the experiences of disabled learners, we can recognise how their self-concept may be influenced. Though it is quite likely that the perception of others who are not disabled of the disability would be different from his/her own perception of himself.

Need of the Study

The scientific, technological development in country and the policy of globalization has increased the academic competition among the students. So the need has been raised in favour of academic excellence among the students in present scenario. As society changes rapidly and these societal changes has great influence on adolescents. As the child enters from childhood to adolescent age, their feeling, thinking about themselves changes according to environment and situation whose influence may be seen on their achievement.

Self-concept is determined by one's perception of the self, as well as others significant perception. Therefore, when we

consider the experiences of disabled learners, we can recognise how their self-concept may be influenced by this. A disabled person (for instance, deaf and hard of hearing) understands that she/he is different from others who do not have similar disability. However, it is the extent of his/her understanding of himself/herself that will determine whether he/she would have a negative self-concept about the disability. How this feeling affects their self-concept? Are all hearing impaired children have poor self-concept? And is there any relationship between self-concept and achievement of hearing impaired children? These are the questions for which this study has been done.

Statement of the Problem

A study of self-concept of hearing impaired children in relation to their Academic Achievement.

Objectives of the study

The objectives of study are as follows:

1. To study the self-concept of hearing impaired children.
2. To study the academic achievement of hearing impaired children.
3. To find out the relationship between self-concept and academic achievement of hearing impaired children.

Operational Definition of Terms

Self-concept

Eric Erickson (1968) described, self-concept as a central, synthesizing, psychological function that integrates various aspects of personality. It is organized, multifaceted, hierarchical, stable, developmental, evaluative and differentiable. In this study, self-concept refers to scores obtained on the total self-concept of 10th class students on self-concept.

Academic achievement

In the present study, academic achievement refers to the percentage of marks obtained by HI students in their previous examination i.e. class ninth. The total subjects are selected for achievement.

Hearing Impaired Children (HI)

In present study, student with hearing impairment refers to 10th class students who are identified by their school as HI.

Delimitations

1. The study has been restricted to Varanasi city only.
2. Performance in school examination has been taken as index of academic achievement only.
3. Method of communication is kept only Hindi.

Methodology

Descriptive survey method is used in present study. The sample size is 50 students in present study. The total students of B.C.G. (20 students) and Navavani (30 students) schools of 10th class are taken. In this study, purposive sampling technique was used. In order to assess the problem of self-concept of the hearing impaired children a standardized tool constructed by Dr. R.P. Varma, Dr. G.P. Sherry and Dr. P.K. Goswami on self-concept tool entitled ‘Swatva Bodh Parikshan’ is used. To find out the academic achievement of students, marks of ninth annual examination is used.

Data Analysis and Discussion

The scores obtained on self-concept scale and academic achievement taken from schools were arranged and tabulated on master chart. The whole data was analysed to meet the requirements of the objectives of the study. Objective wise finding and discussion is shown below.

Analysis of the self-concept of hearing impaired children on the basis of total self-concept

According to the norm of the test and the answer key, the total score indicates total self-concept. It means, if a student finds low score, it indicates low self-concept. The percentage of children on the basis of norms are given below.

Table 1: Self Concept of HI Children

Students in Percent	Inference
8%	very poor self-concept
12%	poor self-concept
62%	Average self-concept
18%	Good self-concept
0.0%	very good self-concept

On the basis of the table no. 1, it is clear that 62% children have average self-concept. The average level of self-concept of HI children may be due to less interaction with society and their disability of communication. Percentage of children with hearing in paired in poor self-concept and good self-concept are 12% and 18% respectively. Only 8% children belong to very poor self-concept. There are no children who have very good self-concept. So it can be said that most of the hearing impaired children have average self-concept.

Analysis of self-concept on the basis of different dimensions

On the basis of different dimensions score was calculated and means of different dimensions have been presented for comparison in table no. 2

Table 2: Mean of various dimensions of self-concept

Dimensions of self-concept	Mean
Health and physique	6.72
Temperamental qualities	4.1
Academic abilities	4.4
Habits and behaviour	3.7
Emotional tendencies	3.89
Mental health	2.48
Socio-economic status	2.66

It is clear from the table no. 2 that HI children have very good self-concept about their 'health and physique' in comparison to 'temperamental qualities', 'academic abilities' etc. which shows average level of self-concept. The temperamental quality of HI children are also good but less than health and physique. The reason of high self-concept in physique and health may be due to that they look normal themselves than the other categories of disabilities like visual impairment and orthopaedically handicapped children. Their poor mental health may be 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.

Analysis of Academic Achievement

To calculate the academic achievement of hearing impaired children, their annual result marks of 9th class were converted into percentage and it was categorised as follows –

Table 3: Academic achievement of students

Students in percent	Inference
6%	Excellent
32%	Bright
60%	good
2%	average

On the basis of table no. 3 it is clear that 60% children have good academic status. There are few children i.e. 6% and 2% who have excellent and poor academic status. 32% Children belong to bright category. So it can be said that most of the hearing impaired children have good academic achievement in their schools.

Academic achievement of HI children is good in their subjects. Its reason may be that they live in special schools. Although it may be lower in comparison to normal children and in inclusive school setting.

Analysis of relationship between self-concept and academic-achievement of hearing impaired children

On the basis of product-moment method, the correlation between self-concept and academic achievement of HI children i.e. r- value is 0.71

It shows that there is positive high correlation between self-concept and academic achievement.

The correlation between self-concept and academic achievement is high. Actually, the perception of self and views of others motivate or demotivate the children which affects their performance in the every field of life.

Findings of the study

- (1) The self-concept of most of HI children are of average level. They have high level of self-concept in 'health and physique' but very low self-concept about their 'mental health' and 'socio-economic status'.
- (2) Most of the hearing impaired children have good academic achievement in their schools.
- (3) There is positive high level of correlation between self-concept and academic achievement of HI children.

The reason of high self-concept in 'physique and health' may be that they look normally themselves than the other categories of disabilities like visual impairment and orthopaedically handicapped children. They have average level of intellectual abilities so their academic performance is also average level in their group. Their poor mental health may be 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. The correlation between self-concept and academic achievement is high. Actually, the perception of self and views of others motivate or demotivate the children which affects their performance in the every field of life.

Educational implications

Following are main educational implications of this study:

- (1) Although the students whose self-concept has been found low, the role of education have more importance. Their self-concept can be increased by enough efforts of teacher and good policy. So, the usability of the study includes the development of HI children's potential. It is beneficial for teachers as the facilities for the students for what they have the potential to become class room should be favourable to health and interpersonal relationships.
- (2) This study will promote a feeling of acceptance, success, progress and growth.
- (3) Students should be given training to evaluate themselves in positive direction. Objective and methods for remediating lower self-concept must be included in education programme. This is particularly important because it has been demonstrated that negative self-concept developed in early stages of life are carried into the adult years. So, educationists or teacher can play important role in increasing self-concept of HI children by motivation.

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