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Study on self perception and adjustment of differently Abled Adolescents

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ABSTRACT

The present study was conducted to know the "Self-Perception and Adjustment of differently Abled Adolescents". The sample comprised of 180 respondents (60 Hearing Impaired Adolescents, 60 Visually Impaired Adolescents and 60 Physically Deformed Adolescents).The sample was drawn on the basis of purposive sampling technique and the data was collected from Jammu Province, area selected was Jammu. Tools used for study were HOSOCES Adjustment Inventory and Dr. Nadeem's Self-Perception Inventory and data was collected through school visits.

1.1.Introduction

The word adolescence comes from the Latin verb adolescere, which means 'to grow up' or 'to grow to maturity.' Adolescence is a period of growth beginning with puberty and ending at the beginning of adulthood; it is a transitional stage between childhood and adulthood. The self has been defined as a person's perception of his or her nature, character, and individuality. Self-concept is the view or impression people have of themselves, it is their self- hypothesized identity, which develops over a period of many years. Self--concept is the cognitive perceptions and attitudes people have about themselves. It is sum total of their self-descriptions or self-appraisals. Self-concept is multidimensional, with each dimension describing different roles. One's self-concept is a collection of beliefs about oneself–that includes elements such as academic performance' gender and sexuality and racial identity. Generally, self-concept embodies the answer to "Who am I? Adjustment is the individual's ability to fulfill his

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psychological needs and his self-acceptance as well as enjoying life without any types of conflicts and accepting social activities and participation in social activities. The ear and eyes are the gates of learning for mankind. The ability of communication is a crucial factor to thriving, working ability and emotional well-being. Man is highly dependent on senses from these he builds his world, learns to conceptualize and to reason. Deafness and hearing loss may be defined according to the degree of hearing impairment, which is determined by assessing a person's sensitivity to loudness (Sound intensity) and pitch. The unit used to measure intensity is the decibal (dB), the range of human hearing is approximately 0-130dB. Blindness is defined as absence or loss of visual ability or perception of visual stimulus. Legal Blindness defined by the Social Security Administration (2006), means either that vision cannot be corrected to better than 20/200 in better eye or that the visual field is 20 degrees or less even with a corrective lens. Physical Deformity can affect person's ability to move about, to use arms and legs effectively, to swallow food, and to breathe independently. Sing and Mishra (2015) found that there was no significant difference in overall adjustment, social and educational adjustment of hearing impaired adolescents across gender, while as significant difference was seen in male and female respondent's emotional development. The study concluded that use of Social Networking (SN) has a great influence on psychological well-being, access to information, sustaining relationships, self expression among adolescents with hearing impairment. Based on these findings, it was recommended that adolescents with hearing impairment should be actively involved in activities with their hearing peers. These activities will help to boost the self esteem and emotional intelligence of persons with hearing loss while it will eliminate issues of social isolation and facilitate social inclusion. Devi and Valli (2014) conducted study on self- concept of Normal and Hearing Impaired Students and the problem was of sociological, psychological and educational significance. A random sampling was used for the study of difference between normal and hearing impaired children. Study revealed that normal students were having high self- concept than the hearing impaired children. Research by Devi and Amuthavalli (2014) on self-concept of normal and hearing impaired students revealed that normal students are having high self concept than the hearing impaired children. This problem has sociological,

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psychological and educational significance. The research was conducted on a target population of 100 students from VIII and IX class of chittoor district. A random sampling was used for the study of difference between normal and hearing impaired children.The study by Bhuvaneswari and Selvaraj (2013) revealed that adolescent students with hearing impairment do not differ in anxiety, frustration and aggression levels, however there was positive co-relation between the levels of anxiety, aggression and adjustment excluding frustration among hearing impaired adolescents.

The study by Dhindra, Manhas, and Sethi (2007) revealed that on the basis of social adjustment inventory 54% of hearing impaired children were found to be moderately adjusted followed by 33% and 13% who were negatively adjusted and adjusted respectively. Finding by Ademokoya and Fasoba (2005) revealed that hearing impaired students significantly experience social and academic adjustment problems. Study by Bat-Chava and Schlesinger (2003) report lower self-esteem among deaf people than among hearing individuals. The study by Ridsdale and Thompson (2002) reveal that hearing impaired students were not particularly well integrated socially with their hearing peers. Study by Pothuraj and Yashoda (2014) revealed that visually impaired children have good social adjustment in school and they have good relations with 10 students. Study by Gill (2014) reveals that there is no significant difference between the educational, social and emotional adjustments of visually handicapped boys and girls belonging to special schools. An intercultural study was carried by Mrug and Wallender (2002) in which they compared the self-concept of young people with physical disability in The Czech Republic and The United States to that of a normative sample of Czech students without a disability. The results confirmed that the self-concept of young people with a physical disability integrated into regular classrooms did not differ from the self-concept of their peers.

Justification

According to cited literature self- perception is found to be lower in case of adolescents with different types of disabilities like hearing impairment, visual impairment and in case of physical deformity. It is also reported that adolescents with hearing impairment, visual

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impairment and having physical deformity face a lot of adjustment problems. Although many attempts have been made but as per literature there is no complete study that could cover self-concept and adjustment problems faced by adolescents with visual impairment, hearing impairment and with physical deformity especially in Jammu province. This study was made to provide complete information regarding self-Perception and adjustment of these adolescents. Based on the statistical analysis comparison was made on the basis of their adjustment and self-perception to know difference between their adjustment and self- perception.

1.2. METHODS

Methodology constitutes the basic and an important component of every research project. It refers to a plan or strategy used to seek answers to research questions. This includes sorting of variables independent and dependent, tools to be used for their measurement followed by the decision about the locale and sampling procedure. This chapter provides detail on the design of the study that includes selection of locale, sampling procedure, methodology of data collection and its analysis. It also includes procedures adopted for the execution of the present investigation with the aim to find "Self- Perception and Adjustment of differently Abled Adolescents (14-18yrs) in Jammu Province." The data was collected from two sources. The primary data was obtained by collecting information by using HOSOCES Adjustment Inventory and Self-Perception Inventory. The secondary data was collected from journals, books and from websites. A detailed account of methodology applied in the present study is given as follows:

1.3.Material selection

Locale:

The locale for the study was Jammu province. Out of ten districts of Jammu Province Jammu district was selected. The data was collected from various schools of Jammu. Institutions were selected from areas of Gujjar Nagar, Roop Nagar and Udheywala Talab Tillo of Jammu Province. 14-18yrs of Adolescents were enrolled in these Institutions.

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Sample Group:

The sample for the study was divided into three groups.

Group 1: Consisted of hearing impaired adolescents: These hearing impaired were taken from J K Samaj School situated at Shahidi Chowk Jammu. This is a Non-governmental organization that runs for hearing impaired children and is up to 12^{th} standard. Sample taken was in the age group of 14-18yrs.

Group 2.Consisted of visually impaired adolescents: These visually impaired adolescents were taken from two blind schools situated at Roop Nagar Jammu meant for boys and girls. Sample was taken in the age group of 14-18yrs. School was up to 10^{th} standard.

Group 3.Consisted of physically deformed adolescents: These Physically deformed Adolescents were taken from Institute for Physically Handicapped located at Udheywalla in Jammu. The school was meant for both boys and girls.

Sample Size:

From **Group 1** a total of 60 hearing impaired adolescents were taken. Sample taken was 30 males and 30 females.

From **Group 2** a total of 60 visually impaired adolescents was taken. Sample taken was 37 males from boy's school and 23 females from girl's school.

From **Group 3** from physically deformed Institutions a total sample of 60 physically deformed adolescents were taken which comprised as 30 male and 30 female adolescents.

Sampling Technique:

Random Sampling Technique was used to select various schools from Jammu, for selecting the differently abled adolescents from schools of Jammu Purposive sampling technique was used.

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1.4. Criteria for sample selection:

For selecting the sample the criteria set was:

a)Differently Abled Adolescents in the age group of 14-18 years.

b) Differently Abled Adolescents from hearing impaired, visually impaired and physically deformed schools of Jammu.

Tool for the study:

The tool used for collecting the data was:

HOSOCES Adjustment Inventory

c) Statistical Analysis

The data was analysed with the help of percentage statistics and‘t’ test.

1.5. PROCEDURE:

Tools prepared for data collection were administered on sample groups through personal contact after establishing rapport. In order to elicit information from adolescent the principles of desired schools were approached. They were informed about the nature and purpose of the study. To gather information by using scales school visits were conducted because information was needed from adolescents of desired schools. Statements in scales were asked by investigator in English, Urdu as the situation demanded.

1.6. Data Analysis:

The collected data was classified and tabulated depending on the kind of information required keeping in view the objectives of study. The data processing included editing, scoring, classification and tabulation so that they were available to analysis. The computation of certain measures along with searching for patterns of relationships that exists among the data group was done with the help of statistical methods. Statistical methods used were percentage statistic and t test.

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1.7.Result and Discussion

The data presented in table 1 shows mean ± sd in case of visually impaired was 88.98 ± 5.78 and in case of physically deformed was 94.87 ± 6.72. Further, statistical difference between visually impaired and physically deformed was highly significant (<0.01) on the basis of Self-perception (Real self). Physically deformed had better self- perception than visually impaired adolescents.

Table: 1. Comparison between Visually impaired and physically deformed adolescents on self-perception (Real Self)

Category	No	Mean	S.D	|t|-value	Significance
Visually Impaired	60	88.98	5.78	5.14	
Physically deformed	60	94.87	6.72		

The data presented in table 2 shows mean ± sd in case of physically deformed was 94.87 ± 6.72 and in case of hearing impaired 89.75 ± 9.10. Statistical difference between physically deformed and hearing impaired was highly significant (<0.01) on the basis of Self-perception (Real self). Physically deformed had better self- perception than hearing impaired adolescents.

Table: 2. Comparison between physically deformed and hearing impaired adolescents on self-perception (Real Self).

Category	No	Mean	S.D	|t|-value	Significance
Physically deformed	60	94.87	6.72	3.50	
Hearing Impaired	60	89.75	9.10		

The data presented in table 3 shows that mean ± sd in case of visually impaired was 88.98 ± 5.78 and in case of hearing impaired 89.75± 9.10. Statistically difference between visually impaired and hearing impaired was not-significant (>0.05) on the basis of Self-perception (Real self).

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Table: 3. Comparison between visually impaired and hearing impaired adolescents on Self-reception (Real Self)

Category	No	Mean	S.D	|t|-value	Significance
Visually Impaired	60	88.98	5.78	0.55	> 0.05 Not-significant
Hearing Impaired	60	89.75	9.10		

The data presented in table 4 depicts mean ± sd in case of visually impaired was 69.4 ± 6.87 and in case of physically deformed 75.68 ± 6.37.The statistical difference between visually impaired and physically deformed was highly significant (<0.01) on the basis of Self-perception (Ideal self). Physically deformed had better self- perception than visually impaired adolescents.

Table:4. Comparison between visually impaired and physically deformed adolescents on Self-perception (Ideal Self)

Category	No	Mean	S.D	|t|-value	Significance
Visually Impaired	60	69.4	6.87	5.19	
Physically deformed	60	75.68	6.37		

The data presented in table 5 shows Mean ± S.D in case of physically deformed was 75.68 ± 6.37 and is case of hearing impaired 70.16 ± 8.32. Statistically difference between physically deformed and hearing impaired was highly significant (< 0.01) on the basis of Self-perception (Ideal self). Physically deformed had better self- perception than hearing impaired adolescents.

Table:5. Comparison between physically deformed and hearing impaired adolescents on Self-perception (Ideal self).

Category	No	Mean	S.D	|t|-value	Significance
Physically Deformed	60	75.68	6.37	4.07	
Hearing Impaired	60	70.16	8.32		

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The data presented in table 6 depicts that Mean ± S.D in case of visually impaired was 69.4 ± 6.87 and in case of hearing impaired 70.17 ± 8.32. Statistically difference between hearing impaired and visually impaired was not-significant (>0.05) on the basis of Self-perception (Ideal self).

Table: 6. Comparison between visually impaired and hearing impaired adolescents on Self-perception (Ideal self).

Category	**No**	**Mean**	**S.D**	**|t|-value**	**Significance**
Visually Impaired	60	69.4	6.87	0.55	> 0.05 Not-significant
Hearing Impaired	60	70.17	8.32		

The data presented in table 7 shows that mean ± sd in case of visually impaired was 12.38 ± 2.24 and in case of physically deformed 8.78±3.39. Further, statistical difference between visually impaired and physically deformed was highly significant (<0.01) on the basis of Home Adjustment. Physically deformed were more adjusted than visually impaired adolescents.

Table:7. Comparison between visually impaired and physically deformed adolescents on Home adjustment.

Category	**No**	**Mean**	**S.D**	**|t|-value**	**Significance**
Visually Impaired	60	12.38	2.24	6.86	
Physically deformed	60	8.78	3.39		

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The data presented in table 8 shows that mean ±SD in case of visually impaired was 12.38 ± 2.24 and in case of hearing impaired 8.4 ± 3.38. Further, statistical difference between visual impaired and hearing impaired was highly significant (< 0.01) on the basis of Home Adjustment. Hearings impaired were more adjusted than visually impaired adolescents.

Table: 8. Comparison between visually impaired and Hearing impaired adolescents on Home Adjustment

Category	No	Mean	S.D	|t|-value	Significance
Visually Impaired	60	12.38	2.24	7.607	
Hearing Impaired	60	8.4	3.38		

Discusion

With respect to adjustment of differently abled adolescents it was found that more than half (64%) of the hearing impaired adolescents were poorly adjusted, 16% were well adjusted and rest 20% were extremely maladjusted. The findings are somewhat similar to the findings by Dhingra et al (2007) which reveal that 54 percent of hearing impaired children were moderately adjusted followed by 33% and 13% who were negatively adjusted and adjusted respectively.Bashir, Riaz and Shujat (2014) argues that hearing impaired levels are strongly associated with social competency and anti-social behavior because their behavior and adjustment depends on their hearing ability to understand the world.

The study further highlighted that 25 percent of visually impaired adolescents were poorly adjusted and rest 75% were extremely maladjusted, none of the respondent was found to be well adjusted. These findings are similar to the findings by Sarita et al (1987) who report that visually impaired were poorly adjusted in emotional, social and educational adjustment same condition prevailed as regards their total adjustment. Verma (1968) also found that blind adolescents were mal – adjusted and frustrated in comparison to other adolescents. However interestingly study by Puthuraj and Yashoda (2014) reveal that visually impaired have good adjustment at school and posses good relations with co-students. These findings are supported by Pinquart and Pfeiffer (2012) who also report that students with vision impairment were well adjusted but a minority might benefit from psychological interventions.

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In case of physically deformed adolescents the study revealed that half of the respondents were poorly adjusted while as another 35 percent were extremely maladjusted and only 15 percent were well adjusted.CPA (2001) also reports that physical deformity has serious effects on the social and psychological functioning of students and there are wide variety of factors that can contribute to either positive or negative adjustment. However study by Elizabeth et al (1990) reveal that adolescents with physical disability report good self esteem, strong family relationships and good school adjustment. Another study by Meissner et al (1967) also found no main effects of reported obviousness or impact of disability.

With respect to comparison between different types of impairments on adjustment it was found that physically deformed were more adjusted than visually and hearing impaired on the basis of home adjustment. However hearing impaired and physically deformed were more adjusted than visually impaired on the basis of emotional adjustment, physically deformed were more adjusted on the basis of school adjustment and hearing impaired were more adjusted on the basis of total adjustment. Study by Schloss (1991) found that hearing impairment does not pre-dispose difficulties in social development of hearing impairment. Another study by Singh and Mishra (2015) found that there was no significant difference in overall adjustment, social and educational adjustment of hearing impaired adolescents across gender while as significant difference was seen in male and female respondents with respect to emotional development.

The study further highlighted that visually impaired had better Real self as well as Ideal self as compared to physically deformed and hearing impaired adolescents. Study by Devi and Valli (2014) revealed that normal students were having high self concept than the hearing impaired.Bat-chava (2003) have also reported lower self-esteem among hearing impaired. Another study by Juyal (2013) exhibited more positive perception and emotional competence among visually impaired as compared to hearing impaired. However study by Mishra and Sing (2012) revealed low self concept among visually impaired.

The present study has highlighted a non significant association between visually impaired and hearing impaired adolescents on the basis of home adjustment. Again a non significant difference was observed between visually impaired and physically deformed on the basis of

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social adjustment. Study by Ademokoza and Fasoba(2005) revealed that hearing impaired students significantly experience social and academic adjustment problems, similar findings have been reported by Ridsdale and Thompson(2002) who have reported that hearing impaired students are not particularly well integrated socially. However study by Gill (2014) has revealed non-significant difference between the educational, social and emotional adjustments of boys and girls belonging to special schools.

With respect to emotional development a non-significant difference was observed between visually impaired and physically deformed and between visually impaired and hearing impaired. Similarly a non-significant association was found between visually impaired and physically deformed on the basis of Total adjustment was also observed between hearing impaired and physically deformed. However study by Prabha (1983) has revealed that the blind students were high on emotional, low on social, average on educational while the hearing impaired were low on social educational and average on emotional adjustment. Study by Rajkonwar, Soni and Datta (2014) have revealed that no relationship existed between adjustment and level of educational aspirations, adjustment and self concept and adjustment and academic achievement of visually handicapped children.

The study was further carried to compare visually impaired and physically deformed adolescents on self-perception (Real self).A highly significant difference depicted that physically handicapped had better self perception than visually impaired while as study conducted by Joshi and Rai (2014) reveal that visually impaired adolescents have average self concept. With respect to comparison of physically deformed and hearing impaired a highly significant association was found on the basis of self perception(Real self) where in it was found that hearing impaired had better self perception than physically deformed. The findings are supported by the Nicholas and Geers et al (2003) who report that the self perceptions of hearing impaired were positive in most aspects of daily life, thus counteracting earlier concerns about psycho-social problems in implanted children. Whether positive self-perceptions among deaf students continues into adolescence is yet unknown. Another study by Farrugia and Austing (1980) reveal that hearing impaired students in residential schools and hearing students in public schools were the most

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similar in all areas of development. Hard-of-hearing students in public schools appeared to demonstrate lower levels of self-esteem than other students.

The present study highlighted a non-significant association on the basis of self perception (Real self) between visually impaired and hearing impaired. However study by Juyal(2013) indicate that visually impaired adolescents showed more positive perception and were more emotionally competent than the adolescents with hearing impairment. Comparison between visually impaired and physically deformed adolescents on self perception(Ideal self) however depicted a high significance wherein visually impaired were found to possess better self perception(Ideal self) than physically deformed, however study by Grolnick and King et al(1993) found that the difference between the two groups of physically deformed and visually impaired was very little to be significant and concluded that although statistical significance was little but there were adverse impact of disabilities on the development of self concept among the adolescents and they were found to be inferior to normal peers irrespective of the type of disability they were having. In other words the onset of disabilities tends to lower down the self image, self esteem and sense of self worthwhile as no statistical difference was found between hearing impaired and visually impaired with respect to self perception (Ideal self).

Adolescents with disabilities are more dependent on others than adolescents without disabilities not only in a physical sense but behaviorally and socially as well. Thus self perception and adjustment is low as compared to their normal peer group as the present study has revealed. The findings have a number of implications for assessment and intervention with adolescents with disabilities. Clearly not all adolescents with disabilities are at risk of lower self-perception and adjustment, however if those who are at risk can be identified early before behavior patterns become resistant to change, than interventions may be easier and burden of concern may be alleviated.

CONCLUSION

A highly significant difference between physically deformed and visually impaired adolescents and physically deformed and hearing impaired on the basis of Real Self was observed. Hearing impaired had better self- perception than physically deformed and visually

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impaired Adolescents. There was a non- significant difference on the basis of Real self between visually impaired and hearing impaired. A highly significant difference between visually impaired and physically deformed and physically deformed and hearing impaired on the basis of Ideal self was found during the study. Visually impaired had better self- perception than physically deformed and hearing impaired adolescents. Study further highlighted a non-significant difference between hearing impaired and visually impaired on the basis of Ideal self.

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