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COMPARATIVE STUDY ON EMOTIONAL AND SCHOOL ADJUSTMENT OF DIFFERENTLY ABLED ADOLESCENTS

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Abstract

The present study was conducted to know the "comparative study on emotional and school 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. Tool used for study were HOSOCES Adjustment Inventory and data was collected through school visits. Adolescents with hearing impairment, visual impairment and having physical deformity face a lot of adjustment problems mostly emotional and school adjustment problems.

1.0. Introduction

The term adolescence is derived from the Latin verb adolescere, which meaning "to mature" or "to grow up." Adolescence is a developmental stage between childhood and maturity, commencing with puberty and ending with the onset of adulthood. Adjustment is an individual's capacity to meet his psychological requirements and accept himself, as well as to enjoy life without any conflicts and to accept social activities and participate in them. Humanity's ears and sight are the gateways to knowledge. Communication skills are essential to success, employability, and psychological well-being. Man relies heavily on his senses to construct his reality, learn to comprehend and reason. The five fundamental sense organs have a significant impact in an individual's personality. Of the five senses, hearing is perhaps the most essential since it is the main mechanism through which we monitor or engage with our language environment. There are now around 600 million disabled persons in the globe (UN Report, 2003). Deafness and hearing loss may be described by the degree of hearing impairment, which is evaluated by evaluating a person's sensitivity to loudness (Sound intensity) and pitch. The intensity is measured in decibels (dB), and the human hearing range is around 0-130 dB. Sounds greater than 130dB are excruciating to hear.

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Conversational speaking is between 40 and 60 decibels. Deafness identifies individuals whose hearing loss is severe: 90 dB or more. Individuals with Disabilities Education Act (IDEA) define deafness as "a hearing impairment so severe that the child is handicapped in processing linguistic information via hearing, with or without amplification, which has a negative impact on educational achievement." Audition is deficient but still somewhat functional for the deaf. Individuals who are hard of hearing have sufficient residual hearing to be able to process human speech acoustically with the use of a hearing aid. Deafness and hearing loss may be described by the degree of hearing impairment, which is evaluated by evaluating a person's sensitivity to loudness (Sound intensity) and pitch. The intensity is measured in decibels (dB), and the human hearing range is around 0-130 dB. Sounds greater than 130dB are excruciating to hear. Conversational speaking is between 40 and 60 decibels. Blindness is the lack or loss of the capacity to see or perceive visual stimuli. The Social Security Administration (2006) defines legal blindness as vision that cannot be repaired to better than 20/200 in the better eye or a visual field of 20 degrees or less with corrective lenses. Physical deformity may impair a person's mobility, ability to use arms and legs properly, capacity to swallow food independently, and ability to breathe freely. In addition to affecting fundamental functions such as vision, cognition, speech, language, hearing, and bowel control, they may also influence other primary functions such as vision, cognition, speech, language, and hearing. Bhuvaneswari and Selvaraj (2013) found that adolescent students with hearing impairment do not differ in their levels of anxiety, frustration, or aggression; however, there was a positive correlation between the levels of anxiety, aggression, and adjustment, excluding frustration, among hearing impaired adolescents. Nadir et al. (2006) assessed the demands of deaf and dumb adolescent adolescents and how these needs must be met in order for these children to be socially adjusted. They were interviewed using a well-designed interview plan. In schools for children with hearing impairments, significantly more boys than girls were enrolled. From the two Government Higher Secondary Schools of Special Education in Faisalabad, Peoples Colony and Jaranwala Road, a sample of 120 respondents was drawn. The majority of the children, 80 percent, were born deaf and mute. Sixty percent of impaired children were between the ages of 17 and 19 years old. Children who got enough attention from their parents and instructors were socially well-adjusted, since they did not hesitate or feel nervous when meeting others. On the other side, children who did not get enough attention from their parents and instructors contributed to the issue of social maladjustment. Ademokoya and Fasoba (2005) discovered

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that hearing-impaired pupils have severe social and academic adjustment issues. Schloss (1991) discovered that hearing impairment did not predispose hearing impaired to social development issues. Goel and Sen's (1985) study on deaf and blind teenagers revealed that deaf adolescents had the best work adjustment. According to Prabha's (1983) findings, blind kids have superior emotional adjustment, whereas hearing-impaired pupils have poor social and educational adjustment and mediocre emotional adjustment. There is no substantial difference in the educational, social, and emotional adaptations of visually impaired boys and girls attending special schools, according to research by Gill (2014). Asim et al. (2012) planned a research to identify and assess the social adjustment and contentment of blind children in Faisalabad, Pakistan. The research focused on Faisalabad educational institutes for the blind. Eighty respondents were recruited using a method of convenient sampling. The information was gathered using a well-designed interview plan. The survey indicated that the vast majority of respondents (78.8 percent) claimed having been blind from birth. A majority of the population (52,5 percent) indicated that their parents paid attention to them while they were unwell, and 47,5 percent of respondents said they addressed personal issues with their parents. Goel and Sen's (1985) study on deaf and blind teenagers revealed that deaf adolescents had the best work adjustment.

1.1. METHODOLOGY

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 “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. 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:

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1.2. Material selection

1.2.1. 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.

1.2.2. 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 12th 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 10th 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.

1.2.3. 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.

1.2.4. Sampling Technique:

Purposive 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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1.2.5. 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.

1.3. 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.

1.4. 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.

2.0. Results

2.1. VISUALLY IMPAIRED AND PHYSICALLY DEFORMED ADOLESCENTS

The data presented in table 1 shows that Mean ± sd in case of visually impaired was 9.43 ± 1.57 and in case of physically deformed 8.9 ± 2.09.However,statistical difference between visually impaired and physically deformed was not-significant (>0.05) on the basis of Emotional Adjustment.

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Table:1: Comparison between visually impaired and physically deformed adolescents on Emotional Adjustment.

Category	No	Mean	S.D	|t|-value	Significance
Visually Impaired	60	9.43	1.57	1.58	> 0.05 Not-significant
Physically deformed	60	8.9	2.09		

The data presented in table 2 shows that mean ± sd in case of visually impaired was 4.1 ± 2.03 and in case of hearing impaired 4.2 ± 2.25.Statistical difference between visually impaired and hearing impaired was found to be not-significant (>0.05) on the basis of Emotional Adjustment.

Table: 2: Comparison between visually impaired and hearing impaired adolescents on Emotional Adjustment.

Category	No	Mean	S.D	|t|-value	Significance
Visually Impaired	60	4.1	2.03	0.21	> 0.05 Not-significant
Hearing Impaired	60	4.2	2.25		

The data presented in table 3 shows that mean ± sd in case of hearing impaired was 4.1± 2.04 and in case of physically deformed 4.4±2.30.Statistical difference between hearing impaired and physically deformed was not-significant (>0.05) on the basis of Emotional Adjustment.

Table:3: Comparison between hearing impaired and physically deformed adolescents on Emotional Adjustments.

Category	No	Mean	S.D	|t|-value	Significance
Hearing Impaired	60	4.1	2.04	0.721	> 0.05 Not-significant
Physically deformed	60	4.4	2.30		

The data presented in table 4 shows that mean ± sd in case of visually impaired was 4.1 ± 2.03 and in case of physically deformed 4.4 ± 2.30. Further, statistical difference between visually impaired and physically deformed was not-significant (>0.05) on the basis of School Adjustment.

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Table:4: Comparison between visually impaired and physically deformed adolescents on School Adjustment.

Category	No	Mean	S.D	|t|-value	Significance
Visually Impaired	60	4.1	2.03	0.712	> 0.05 Not-significant
Physically deformed	60	4.4	2.30		

The data presented in table 5 shows that mean ± sd in case of visually impaired was 11.67 ± 1.58 and in case of hearing impaired 9.97± 1.72.Statistically the difference between visually impaired and hearing impaired was found to be highly significant (<0.01) on the basis of School Adjustment. Hearings impaired were found to be more adjusted in schools than visually impaired adolescents.

Table 5: Comparison between visually impaired and hearing impaired adolescents on School Adjustment.

Category	No	Mean	S.D	|t|-value	Significance
Visually Impaired	60	11.67	1.58	5.64	
Hearing Impaired	60	9.97	1.72		

The data presented in table 6 depicts that mean ± sd in case of hearing impaired was 11.67 ± 1.58 and in case of physically deformed 6.72 ± 2.75. A highly statistical difference (<0.01) was found between hearing impaired and physically deformed on the basis of School Adjustment. Physically deformed were more adjusted in schools than hearing impaired adolescents.

Table 6: Comparison between hearing impaired and physically deformed adolescents on School Adjustment.

Category	No	Mean	S.D	|t|-value	Significance
Hearing Impaired	60	11.67	1.58	12.09	
Physically deformed	60	6.72	2.75		

2.0. DISCUSSION

The gathered data was put to statistical analysis and results were obtained. 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

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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.

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

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across gender while as significant difference was seen in male and female respondents with respect to emotional development.

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 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.

CONCLUSION

The present study depicts that physically deformed and hearing impaired were more adjusted than visually impaired on the basis of Home Adjustment, however with respect to social adjustment physically deformed were more adjusted than visually impaired and hearing impaired. Emotionally hearing impaired and physically deformed depicted better adjustment than visually impaired. Physically deformed were more adjusted at School, while as hearing impaired showed better total Adjustment.

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