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## **COMPARATIVE STUDY ON PHYSICAL DEFORMITY AND HEARING IMPAIRMENT OF ADOLESCENTS ON THE BASIS OF HOME, SOCIAL, SCHOOL AND EMOTIONAL ADJUSTMENT**

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### **ABSTRACT**

The present study was conducted to know the Adjustment of differently Abled Adolescents. Data was collected from 120 respondents (60 physically deformed and 60 hearing impaired Adolescents) in and around Jammu region of J&K State. The sample was drawn on the basis of purposive random sampling technique using HOSOCES Adjustment Inventory. The results obtained in this study showed that hearing impaired were more adjusted than physically deformed adolescents on the basis of home adjustment and social adjustment. Further, the results showed that emotionally hearing impaired depicted better adjustment than physically deformed adolescents. The researchers suggest that awareness should be created among people regarding the services being rendered by Government and Non-Government organizations.

**Keywords:** *Hearing Impaired, Physical Deformity, Adolescents, Gender, T-Test*

### **INTRODUCTION**

Adjustment is the individual's meeting of his psychological demands and accepting himself. Positive self-regard is important for successful functioning in everyday life. The self-evaluation of members of minority groups such as deaf people, however, is challenged by prejudice toward them on the part of the majority society. Adjustment is the individual's ability to fulfill his 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.

The five basic sense organs plays an important role in personality of an individual of all the five senses, audition is perhaps the most important sense organ since it is primary means by which we monitor or interact with linguistic environment. There are more than 600 million people with disabilities in the world today (UN Report, 2003).

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 decibel (db), the range of human hearing is approximately 0-130dB. Sound louder than 130dB are extremely painful to hear as conversational speech registers at 40-60dB. Deafness describes people whose bearing loss is in the extreme: 90db or greater. Deafness is defined by the Individuals with Disabilities Education Act (IDEA) as "a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. Hard of Hearing, audition is deficient but remains somewhat functional. Individuals who are hard of hearing have enough residual hearing that, with the use of hearing aid, they are able to process human speech auditory. 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 decibel (dB), the range of

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Physical Deformity can affect person's ability to move about, to use arms and legs effectively, to swallow food, and to breathe independently. They may also affect other primary functions, such as vision, cognition, speech, language, hearing and bowel control.

The Individuals with Disabilities Education Act (IDEA) use the term orthopedic impairment to describe students with physical disabilities and the term other health impaired to describe students with health disorders.

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 by Ranjan (2014) on Adjustment and Achievement Motivation of Normal and Physically Handicapped College Students was aimed to investigate the difference in adjustment and achievement motivation between normal and physically handicapped college students. The sample consisted of 80 college students selected from Lalitpur (U.P.) city. A set of tools containing Adjustment Inventory for College Students (AICS) and Achievement Motive Test (AMT) were administered to gather information. The results revealed that there is a significant difference in home, health, social and emotional adjustment of normal and handicapped college students. Normal and handicapped college students differ in four areas of adjustment namely home, health, social, and emotional. Normal students showed better adjustment in these areas.

The study by Otta (2012) investigated effects of three treatment models on self-concept of Nigerian physically Handicapped secondary school students. Twenty-eight physically handicapped Secondary School Students were pretested treated and post-tested using Adolescent Personal Data Inventory. They were divided into four groups.

Three were treated (with Rational Emotive Therapy Model, Client-centered Therapy Model or the combination of both models) one was not treated (control). The groups comprised boys and girls, extroverts and introverts, with age range of 14 to 22. Three null hypotheses were formulated and tested at 0.05 significant level. No significant gender, personality type and age differences in self-concept were observed.

Hussain (2006) carried a study to ascertain the impact of disability on the development of self concept. The study was designed to compare the level of self concept among the physically challenged adolescents with the normally developed peers. Altogether 90 school going adolescents of grade IX and X aged 11-16 (30 in each category namely, normal, blind and orthopedically handicapped) were purposively selected from three different schools of Delhi.

Out of which 15 were males and 15 females in each category. Mohsin's self concept Inventory was administered on each subject. On the whole the level of self concept among the physically challenged adolescents was found significantly lower than their normal counterparts. Similarly the level of self concept among the girls was also found significantly lower than the boys in general, whereas category wise significant difference was found only in case of blind subjects. Elizabeth *et al.*, (1996) reported that adolescents with physical disabilities reported good self -esteem strong family relationships and good school adjustment.

In the literature we come across a number of good research studies related to our topic e.g., Ademokoya and Fasua (2005), Bhuvaneswar *et al.*, (2013), Gill (2014), Nadir and Ali (2006), Pothuraj and Yashoda (2014) and Schloss (1991). According to cited literature adolescents with physical deformity and hearing impairment face a lot of adjustment problems mostly home and social and emotional adjustment problems. Although, many attempts have been made but as per literature there was no complete study on adjustment problems faced by adolescents with physical deformity and with hearing impairment especially in Jammu province. This study was made to provide information regarding adjustment of these adolescents and the comparison was made on the basis of their adjustment to know difference between their adjustment.

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### MATERIALS AND METHODS

#### 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. The data was collected from two sources primary as well as secondary. The primary data was obtained by collecting information by using HOSOCES Adjustment Inventory. The secondary data was collected from journals, books and from websites. The locale for the study was Jammu province. The data was collected from various schools of Jammu region using purposive random sampling technique from schools of different areas in which 14-18yrs of Adolescents were enrolled. The sample for the study was divided into two groups. From Group 1 a total of 60 hearing impaired adolescents were taken. Sample taken was 30 males and 30 females. From Group 2 from physically deformed Institutions a total sample of 60 physically deformed adolescents were taken which comprised as 30 male and 30 female adolescents. The data collected was analysed using appropriate statistical tools with the help of statistical software SPSS version 20.

### RESULTS AND DISCUSSION

**Table 1: Comparison between Hearing Impaired and Physically Deformed Adolescents on Home Adjustment**

Category	No	Mean	S.D	t -Value	Significance
Hearing Impaired	60	8.4	3.38	0.62	> 0.05
Physically Deformed	60	8.78	3.39		Not-significant

The data presented in Table 1, shows that Mean  $\pm$  SD in case of hearing impaired was  $8.4 \pm 3.38$  and in case of physically deformed  $8.78 \pm 3.39$ , however, statistical difference between visually impaired and hearing impaired was not-significant ( $>0.05$ ) on the basis of Home Adjustment.

**Table 2: Comparison between Hearing Impaired and Physically Deformed Adolescents on Social Adjustment**

Category	No	Mean	S.D	t -Value	Significance
Hearing Impaired	60	8.7	1.44	2.67	<0.01
Physically deformed	60	9.4	1.56		

The data presented in Table 2 depicts that Mean  $\pm$  SD in case of hearing impaired was  $8.7 \pm 1.44$  and in case of physically deformed  $9.4 \pm 1.56$ . Further, statistical difference between hearing impaired and physically deformed was highly significant ( $<0.01$ ) on the basis of Social Adjustment. Hearing impaired were more adjusted than physically deformed adolescents.

**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
Physically deformed	60	4.4	2.30		Not significant

The data presented in Table 3, shows that Mean  $\pm$  SD in case of hearing impaired was  $4.1 \pm 2.04$  and in case of physically deformed  $4.4 \pm 2.30$ . Statistical difference between hearing impaired and physically deformed was not-significant ( $>0.05$ ) on the basis of Emotional Adjustment.

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**Table 4: 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	<0.01
Physically deformed	60	6.72	2.75		

The data presented in Table 4, depicts that Mean  $\pm$  SD in case of hearing impaired was  $11.67 \pm 1.58$  and in case of physically deformed  $6.72 \pm 2.75$ . 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.

## Conclusion

The present study depicts that hearing impaired were more adjusted than physically deformed on the basis of Home Adjustment, however, with respect to social adjustment hearing impaired were more adjusted than physically deformed. Emotionally hearing impaired depicted better adjustment than physically deformed. The results obtained in our study are in agreement with the earlier studies conducted across the globe.

## Recommendations

1. Welfare services should focus on development of differently abled adolescents.
2. There is a need to address to the lack of trained staff for differently abled adolescents.
3. Traditional child rearing practices and cultural beliefs should be blended with evidence based approaches.
4. Awareness should be created among general public about the rights and Acts of the disabled people which ensures every disabled the right to development as well as survival.
5. Awareness should be created among people regarding the services being rendered by Government and Non-Government organizations.

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