

# A Comparative Study of Adjustment between Hearing Impaired and Normal Hearing Secondary School Students



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## Abstract

The present investigation has been carried out by following the objectives to compare the Adjustment between hearing impaired and Normal hearing secondary school students. The investigators have selected 200 secondary students (100 hearing impaired and other 100 normal) students from various special and Normal hearing schools in Gujarat province. The data was collected by using J.H.Shah Pupil Problem Check list by following purposive sampling. The collected data was analyzed by using t test. Some of the major findings have been drawn from the present study that there is significant difference between hearing impaired and Normal hearing secondary school students on their Adjustment.

**Keywords:** Adjustment, Physical Health, Financial, Personal, Social, Religious and Educational, Hearing Impaired, Normal Hearing Students, Secondary School Students.

## Introduction

Adjustment problems are the most fascinating study area of these days. Students of Secondary classes are under constant pressure of competition with peers, about future of career opportunities, parents and teachers expectation etc. These issues can lead to adjustment problems in teenager and adolescent students. Patrick J Brice, Gillie Strauss (2016) opined Adolescence has long been viewed as a time of rapid change in many domains including physical, cognitive, and social. Adolescents must adapt based on developing skills and needs and acclimate to growing environmental pressures. Deaf adolescents are often faced with the additional challenge of managing these adaptations in a hearing world, where communication and access to information, especially about their social world, are incomplete at best and nonexistent at worst. An individual need emotional adjustment, social adjustment as well as educational adjustment also. Good adjustment helps him to overcome from different difficulties. It helps to make good relationship with the society, with peer group. It will make the good relation with school and himself or herself also. Adjustment is a continuous demand a changes in the environment is inevitable with every situation or environment adolescents have to adjust to make good social relationship to improve academic achievement, to avoid emotional misbalance.

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. The concept of adjustment was originally a biological one and was used in Darwin's (1859) 'Theory of Evolution'. It was termed as adaption. Darwin maintained that only those species that who are fit to adapt to the hazards survived (Survival of the Fittest). The biological concept of adaptation has been borrowed by the physiologist and renamed as 'adjustment'. Adjustment and adaptation together represent the functional perspective for view and understanding human behaviour i.e. behaviour is seen as having the function of mastering demands that are made upon the individuals by his environment human behaviour can be understood by conceiving it as an adjustment to psychological demands. Some of the definitions of adjustment are as Gates & Jersild (1948) Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself & his environment. Good (1959) state that adjustment is the process of finding and adopting modes of

E: ISSN No. 2349-9443

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behaviour suitable to the environment Adjustment in terms of the mental health criteria depends largely upon how or the changes is the environment.

an individual interacts with his environment, his social environment in particular, in satisfying his needs and in meeting demands placed upon him. Changes in behavior in response to demands upon the organism are termed adjustment (Miller, 1959). Shafer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. Strictly speaking, the term denotes the results of equilibrium, which may be affect by either of these processes (Monroe, 1990). In this process, the individual also makes efforts to maintain harmonious relationships with the environment. Lazarus (2001) defined that the adjustment as a ways of managing and consists of coping with various demands and process of life Paranmeswaran & Beena (2004) defined adjustment is a process which a living organism acquires in a particular way of acting or behaving or changes an existing form of behaviour or action.

## Review of Literature

Farrugia, David & F. Austin, Gary. (1980) indicated that deaf students in residential schools and hearing students in public schools were the most similar in all areas of development. Hard-of-hearing students and deaf students in public schools appear to demonstrate lower levels of self-esteem than other students. Deaf students in public schools also appeared to demonstrate lower levels of social, emotional, and mature behaviors. Tidball (1990) found deafness leading to a lot of psychological problems and sociological maladjustment. Bhuvanewari Mohanraj and Immanuel Selvaraj (2013) showed that adolescent students with hearing impairment do not differ in anxiety, frustration and aggression levels. There was a positive correlation between the levels of anxiety, aggression and adjustment excluding frustration among hearing impaired adolescents. Some of the demographic variables showed significant influence on the psychological variables studied. Anxiety, frustration, aggression and adjustment measures are positively correlated. Selvaraj, C. Immanuel & Mohanraj, Bhuvanewari. (2013) found adolescent students with hearing impairment do not differ in anxiety, frustration and aggression levels. There was a positive correlation between the levels of anxiety, aggression and adjustment excluding frustration among hearing impaired adolescents. Some of the demographic variables showed significant influence on the psychological variables studied. Anxiety, frustration, aggression and adjustment measures are positively correlated. Muhammad Dilshad and et.al, (2016) The findings revealed moderate level of social emotional adjustment among hearing impaired students. As a whole, there was no significant difference in social emotional adjustment of primary and elementary level children and in boys and girls. However, significant

difference was observed in sub-scale 'emotional adjustment' about male and female hearing impaired students. Charlene and et.al, (2016) viewed Deaf youth are at greater risk for disruption in interactions between the child and their environment and therefore are also at greater risk for social and emotional problems. Data from the National Longitudinal Study of Adolescent to Adult was used to gain a better understanding of deaf student's feelings of acceptance at school, reported positive feelings, academic grades and future plans. Twelve deaf students were included in a total of 456 youth participants from across the county. No significant differences were found between the two groups. Ajeet kumar rai and Ashutosh kumar rana (2016) There exists significant difference in Adjustment between/among different sub-groups of Hearing-Impaired students formed on basis of: (i) Gender, (ii) Class, (iv) Perception about Facilitation for Hearing-impaired; while There exists no significant difference in Adjustment between/among different subgroups of Hearing-Impaired students formed on basis of: (iii) Type of Disability. Subhash Sarkar and Sangita Banik (2017) indicated that there were no significant differences between boys and girls in adjustment and academic achievement in adolescence period. The result also revealed that there was a significant difference among emotional adjustment, social adjustment, educational adjustment and academic achievement in adolescent period. The researcher also found that there exist positive relationship between adjustment & academic achievement of boys & girls in adolescence period. Kaur and et.al, (2019) explored that there were no significant difference in school adjustment among adolescents with and without hearing impairment and also no significant gender differences were found. Adolescent children with hearing impairment were more aggressive in compared to the same age group adolescents without hearing impairment. Boys were more aggressive as compared to girls in both groups. There is a need to address the issues related to aggression among adolescents with hearing impairment specifically adolescent boys through psychosocial interventions to channelize their energy in a positive direction.

## Objectives of the study

1. To investigate the difference between Hearing impaired and Normal hearing Secondary school Students according to their Total adjustment.
2. To investigate the difference between Hearing impaired and Normal hearing Secondary school Students according to their Physical Health adjustment
3. To investigate the difference between Hearing impaired and Normal hearing Secondary school Students according to their Financial adjustment
4. To investigate the difference between Hearing impaired and Normal hearing Secondary school Students according to their Personal adjustment

E: ISSN No. 2349-9443

5. To investigate the difference between Hearing impaired and Normal hearing Secondary school Students according to their Social adjustment
6. To investigate the difference between Hearing impaired and Normal hearing Secondary school Students according to their Religious adjustment
7. To investigate the difference between Hearing impaired and Normal hearing Secondary school Students according to their Educational adjustment

**Method**

**Participants**

The sample size was 200 selected from the Ahmedabad and Rajkot City. Participants in the sample ranged in age from 14 to 17 years old, secondary (8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>) students. 100 Hearing Impaired students, comprising of 50 male and 50 female students and 100 Normal hearing Students were selected from different Schools of Ahmedabad and Rajkot City, comprising of 50 Male and 50 Female.

**Instruments**

**Personal Data Sheet**

A personal data sheet was used to get information on background variables like age, gender, standard, birth order, type of family, parents' education and occupation, parents' age, number of siblings, family income, onset of disability, severity of disability and parental disability status.

**Pupil Problem Check List**

It was developed by Dr. J.H. Shah. Pupil Problem check List is a self administering inventory for the students 8<sup>th</sup> to 10<sup>th</sup> Standard to locate the problems which the students face in different areas. The instrument contains 140 items belonging to six

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areas. Each statement where they agree is answered by ticking true. The six areas are Physical Health, Financial, Personal, Social, Religious and Educational. The author has reported satisfactory validity of the Inventory.

**Procedure**

In order to fulfill the objectives of the study, the researcher has selected purposive sampling 100 Hearing Impaired Students 50 male and 50 female students and 100 Normal hearing Students 50 male and 50 female students. Hearing Impaired Students were contacted through Special school of deaf and Blind Students, Normal hearing Students were selected from various Schools. After taking the permission of the Principal, Students who expressed interest to participate in the study were approached by the researcher who explained the study and provided them with all details and answered all their questions. Students were informed related to the title of the study, its purpose and a statement informing the participants that their privacy would be protected by assuring them that their responses will be treated confidentially, and information that reveal their identity will not be recorded. Also, the Students informed that information will be used for the purpose of the research only, and that their participation is voluntary and they have the right to withdraw at any time. Same procedure was done with data collection of Normal hearing Students. The whole procedure was done in Gujarati language. To analyze the data t-test method was used.

**Results**

In order to examine the difference between Hearing Impaired and Normal hearing Students according to their Adjustment t-test was conducted.

**Table 1**

**Comparisons of Hearing Impaired and Normal hearing Students on Total Adjustment scores**

Variables	Participants	N	Mean	SD	t
Total Adjustment	Hearing Impaired Students	100	45.16	21.50	7.17*
	Normal hearing Students	100	66.03	20.14	

\*p<.01

Examining the Table 1, it is evident that the Hearing Impaired Students' mean scores of Adjustment according to total adjustment is  $M=45.16$  and Normal hearing Students' Mean scores of assessing Adjustment is  $M =66.03$  which shows

significant difference between Hearing Impaired Students and Normal hearing Students on total Adjustment. That means Normal hearing students' level of adjustment is higher as compare to the hearing impaired.

**Table 2**

**Comparisons of Hearing Impaired and Normal hearing Students on Physical Health Adjustment scores**

Variables	Participants	N	Mean	SD	t
Physical Health Adjustment	Hearing Impaired Students	100	6.11	3.47	4.69*
	Normal hearing Students	100	8.64	4.14	

\*p<.01

The Table 2 shows the mean score of Hearing Impaired Students' Adjustment according to their Physical Health which is 6.11 and Hearing Impaired Students' mean score is 8.64. It shows

significant difference, which means there exists difference in their Physical Health Adjustment of Hearing Impaired Students and Normal hearing Students.

**Table 3**

**Comparisons of Hearing Impaired and Normal hearing Students on Financial Adjustment scores**

Variables	Participants	N	Mean	SD	t
Financial Adjustment	Hearing Impaired Students	100	2.64	2.20	7.80*
	Normal hearing Students	100	6.07	3.68	

\*p<.01

Data inserted in Table 3 reveals that 't' value of Hearing Impaired Students and Normal hearing

Students is 7.80 which is significant at .01 level which shows there is difference in Adjustment. Therefore,

significant difference was observed between Hearing Impaired Students and Normal hearing Students

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according to their Financial Adjustment.

**Table 4**  
**Comparisons of Hearing Impaired and Normal hearing Students on Personal Adjustment scores**

Variables	Participants	N	Mean	SD	t
Personal Adjustment	Hearing Impaired Students	100	12.14	6.56	6.55*
	Normal hearing Students	100	17.58	5.12	

\* $p < .01$

It can be inferred from the Table 4 that Hearing Impaired Students as compare to Normal hearing Students differ significantly on their Personal Adjustment, It means there exists difference in their

Personal Adjustment. That means Normal hearing students' level of personal adjustment is higher as compare to the hearing impaired.

**Table 5**  
**Comparisons of Hearing Impaired and Normal hearing Students on Social Adjustment scores**

Variables	Participants	N	Mean	SD	t
Social Adjustment	Hearing Impaired Students	100	7.01	4.00	4.93*
	Normal hearing Students	100	10.45	5.50	

\* $p < .01$

Table 5, indicated that 't' value of Social adjustment of Hearing Impaired Students and Normal hearing Students is 4.93 which is significant at .01 level which shows there is difference in Social

Adjustment. Therefore it is believed that hearing impaired students have lower level of Social Adjustment as compare to Normal hearing students.

**Table 6**  
**Comparisons of Hearing Impaired and Normal hearing Students on Religious Adjustment scores**

Variables	Participants	N	Mean	SD	t
Religious Adjustment	Hearing Impaired Students	100	7.52	2.58	2.48**
	Normal hearing Students	100	6.43	3.50	

\*\* $p < .05$

It can be inferred from the Table 6 that Hearing Impaired Students and Normal hearing students differs significantly in the matter of Religious

Adjustment at .05 levels. It means there is difference in their Religious Adjustment of Hearing Impaired Students and Normal hearing Students.

**Table 7**  
**Comparisons of Hearing Impaired and Normal hearing Students on Educational Adjustment scores**

Variables	Participants	N	Mean	SD	t
Educational Adjustment	Hearing Impaired Students	100	10.42	6.28	6.01*
	Normal hearing Students	100	15.17	4.78	

\* $p < .01$

The table 7 reveals the mean score of Hearing Impaired Students and Normal hearing students in context to Educational Adjustment is 10.42 and 15.17 respectively. 't' value indicates significant difference between Hearing Impaired Students and Normal hearing students which also reveals significant. Therefore, significant difference was observed between Hearing Impaired Students and Normal hearing Students on their Educational Adjustment.

## Discussion

In this study, an effort was made to investigate to compare Adjustment problems of hearing impaired and Normal hearing secondary students. The result revealed that overall adjustment of hearing impaired students falls in the range of lower level. The same level of adjustment was also noted for all the six sub-scales; Physical Health, Financial, Personal, Social, Religious and Educational. Several studies report that hearing impaired students demonstrate high rate of emotional and behavioral problems (Sinott & Jones, 2005). On the other hand, Akram and Hameed (2014) carried out a research study in Pakistan and observed that deafness may not be considered the only cause of poor performance

and adjustment of students with hearing impairment. Other factors such as parents' awareness, peers and teachers' support also affect the social emotional adjustment of hearing impaired students. As revealed by the data, the current research investigated that hearing impaired students differ significantly in their physical health adjustment. Physical health means normal condition and his birth right. It is the result of living in accordance with the natural law pertaining of the body, mind and environment as hearing impaired students may have lower health adjustment than normal hearing students. The lack of one or more physical functioning among such children is in itself a major source of maladjustment since some of their needs-social or psychological, remain ungratified leading to decrease in capacity to adapt to their environment (Shaffer, 1961) However, hearing impaired also differs significantly according to Financial adjustment. It shows financial adjustment impacts differently in both of the hearing impaired students and normal hearing students. Moreover, the findings of Personal adjustment differ significantly according to hearing impaired students and normal hearing students. While comparing the Social adjustment, it was found that hearing impaired

E: ISSN No. 2349-9443

students significantly differ in context to social adjustment with normal hearing students. In society hearing impaired people face stigmas from community, which causes social emotional instability and uncertainty in their personality (Bat-Chava, 1993; Crowe, 2003). In contrary results were reported by Mohanraj and Selvaraj (2013) who conducted study in Tamil Nadu India. They identified the medium level of social and personal adjustment, anxiety, frustration and anti-social behaviors among the hearing impaired children. Due to special education schooling, teachers help to make hearing impaired children socially and emotionally stable in their daily lives. Parents' and peers group's cooperation also enables hearing impaired children to attain normal social adjustment (Schloss, 1990). The results also revealed that the mean score of Religious adjustment of normal hearing students is higher than hearing impaired students. In addition, the mean score of respondents on educational adjustment found that normal hearing students are educationally well adjusted than hearing impaired students. adjustment problems of hearing impaired are manifested at school and at home in several ways such as- their classroom behavior, low self concept, high anxiety, low achievement, poor relationship with parents, teachers and peers, poor level of communication.

#### Conclusion

In light of findings it can be concluded that there is significant difference between Hearing Impaired Students and Normal hearing Students on their total Adjustment. According to their Physical Health Adjustment also found significant difference between Hearing Impaired Students and Normal hearing Students in social Adjustment. The significant difference was observed between Hearing Impaired Students and Normal hearing Students according to Financial Adjustment. However in context to Personal Adjustment there is significant difference between Hearing Impaired Students and Normal hearing Students as well. Result revealed that Hearing Impaired Students and Normal hearing Student were significantly differing on Religious Adjustment as well as their Educational Adjustment.

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