Psychological Hardiness, Social Adjustment and Academic Performance in Children with Visual And Hearing Impairment of special School Students in Kashmir valley

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ABSTRACT

The objectives of the present investigation is to the psychological hardiness, social adjustment and academic performance in children with visual and hearing impairment of special school students 0f Kashmir valley. Mental health is one of the most important components of life. Whenever the construct, mental health, is threatened, all facets of life, personal, family, social will be disturbed. However, people are not same in terms of their reaction to daily life problems and one of the most effective variable in this regard is psychological hardiness. Education play very important role for development of personality. For the quality of education in the schools the adjustment and academic performance of students is very important. Adjustment as an achievement means how efficiently a children can perform in different situations like education and other social activities. In the present study researcher selected 150 students (50 visually impaired, 50 hearing impaired and 50 both visual and hearing impaired) by purposive sampling techniques. Researcher used psychological hardiness inventory by Arun kumar singh (patna) and social adjustment inventory by A. K. P. Sinha (patna) and R.P.Singh (patna) and Academic performance inventory by George j. Dupaul. The results shows that there is significant relationship among visual, hearing and both visual and hearing impaired children on psychological hardiness, social adjustment and academic performance. Low level severity of children have better social adjustment, psychological hardiness and academic performance than high level of severity in children.

Keywords. Psychological adjustment, Social adjustment, Academic performance, Visual impairment and Hearing impairment

I.INTRODUCTION

A physical impairment is any condition or problem which makes it difficult for a person to carry out everyday activities without some degree of assistance or adaptation. People with physical impairment often use mobility aids such as crutches, canes, walking frames, wheelchairs, orthotic appliances and artificial limbs to obtain mobility. The effects of physical or mobility impairment can result in a steep learning curve for families. The Americans with Disabilities Act of 1990 (ADA) gives protection to every individual with a physical or mental disability as well as to any individual who is perceived as having a disability.

The American with Disabilities Act (ADA) defines disability as:

1) A physical or mental impairment that substantially limits one or more of the major life activities such as walking, seeing, and hearing of an individual;
2) Having a record of such an impairment, or
3) Being regarded as having such impairment.

Substantially limits means unable to perform a major life activity that the average person in the general population can perform; or significantly restricted as to the condition manner or duration under which an individual can perform a particular major life activity. The following factors should be considered in determining whether an individual is substantially limited in a major life activity;

i) The nature and severity of the impairment
ii) The duration or expected duration of the impairment; and
iii) The permanent or long term impact or the expected permanent or long term impact of or resulting from the impairment.

The major life activities in the above mentioned definition means function such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. The person must be having a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activity. In present study the focus will be on physical impairment especially on visual and hearing impairment.

Visual impairment (VI) refers to a significant functional loss of vision, rather than the eye disorder itself. Different terms are used to describe visual impairment in different contexts. VI in general is defined as the loss of visual acuity (VA) and/or loss of visual field that makes it difficult or impossible for people affected to complete daily tasks without specialized adaptations. Within this group, individuals who can still make substantial use of their residual vision are described as "partially sighted" or having "low vision"; whilst "blindness" refers to those with VA of 3/60 or less. In the educational setting, "educational blindness" refers to the condition in which students learn via Braille or other non-visual media.

Children with VI may have problems of reduced visual acuity for near or distant objects, squint, defective color vision, or loss of visual field, amongst others. There are different behavioral manifestations at different stages of the child's development. In infants, reduced awareness and exploration of surroundings will lead to poor social eye contact and less interest in exploring own body parts (such as looking at his/her hands), and in looking at faces or toys, with poor ability to visually follow their movements. Blinking to bright light may be absent.

Young children with VI often keep their heads down, and continue to show poor eye contact. Because of poor vision they look at objects from a very close distance, easily bump into them, and search for their way using hands. There is usually a lack of facial expression and body language. They may tend to gaze at light, or be irritated by it. Several disabilities frequently co-exist with VI. These include mental retardation, cerebral palsy and hearing impairment. Some children with cerebral palsy have visual impairment due to brain damage, and about 50% of these children have difficulty controlling the muscles of the eyes, resulting in squint. 5% of children with visual disabilities also have hearing impairment. The term sensory impairment encompasses

visual loss (including blindness and partial sight), hearing loss (including the whole range) and multisensory impairment (which means having a diagnosed visual and hearing impairment with at least a mild loss in each modality or deaf blindness).

Vision impairment (VI)

This term covers varying degrees of vision loss including those who are registered severely sight impaired (blind). Even the latter may have some vision, such as being able to tell the difference between light and dark. There are many conditions that cause different kinds of vision loss; the main distinction between conditions is whether the impairment is ocular (eye) or cerebral (brain). Cerebral VI (also known as cortical VI) is common in children with CLDD/PMLD. Functional vision refers to the interaction between the environment and how the visual information is processed. Knowing a student's condition and degree of functional vision may help staff to understand what they can see.

Conductive hearing loss, which is the most common type and results from interference in the conduction pathways through which sound reaches the inner ear. This hearing loss usually affects the volume of sound reaching the inner ear. People with conductive hearing loss may benefit from the surgical insertion of grommets or from hearing aids. It is commonly a temporary hearing loss.

Sensory neural hearing loss is caused by damage to the hair cells lining the inner ear, or the nerves that supply them. This hearing loss can range from mild to profound, and affects certain frequencies more than others. Consequently, people with sensory neural hearing loss need high quality hearing aids or cochlear implants to gain access to the spoken word and sound in the environment. The term sensory impairment encompasses visual loss (including blindness and partial sight), hearing loss (including the whole range) and multisensory impairment (which means having a diagnosed visual and hearing impairment with at least a mild loss in each modality or deaf blindness).

Hearing impairment (HI) the two main types of hearing loss are: This is a general overview of the implications of vision impairment, hearing impairment and multi-sensory impairment. The impact of impairments for individual students with complex learning difficulties and disabilities would need to be analyzed in depth.

Multisensory impairment (MSI)

This is a term used to describe students who have a combination of visual and hearing loss. They are sometimes referred to as deaf blind, although many have some residual sight and/or hearing. The combination of the two sensory losses intensifies the impact of each. Students with multisensory impairment have much greater difficulty in accessing the environment and the curriculum, than those with a single sensory impairment. The impairment may hinder their social life also including social adjustment in society.

Psychological Hardiness

Mental health is one of the most important components of life (Richards, Campania, Muse-Burke, 2010), a situation which in turn is mainly determined by personality characteristics. Whenever the construct, mental health, is threatened, all facets of life, personal, family, social, will be disturbed. However, people are not the same in terms of their reaction to daily life problems and one of the effective variables in this regard is

psychological hardiness. According to Kobasa (1979), hardiness, a personality style, is a set of believes about self and the world. It has three components, commitment, control and challenge. The first component, commitment, is defined as a tendency to being involved in daily life activities and an internal interest and curiosity around world including society, things as well as people. The second one, control, is defined as a tendency to believe and behave to effect on the events which occur around the person. The last one, challenge, is defined as a belief to change and avoid of stagnation which in turn can lead to personal growth or a threat to security.

Social adjustment

Human adjustment is a complex process. It is a process in which an individual learns certain ways of behavior through which he enters a relationship of harmony or equilibrium with his environment (Mohan & Singh, 1989). Adjustment refers to individual's mastery of the environment and the sense of being at peace with oneself. A person can achieve adjustment either by adapting his behavior to the requirement of a situation or by changing the situation to meet his personality needs (Torgerson & Adams, 1954). So the psychology of adjustment is concerned with the total range of psychological adjustments involved in human experience. Adjustment emphasizes the individual's struggle to survive in his or her social and physical environment. Good (1959) states that adjustment is the process of finding and adopting modes of behavior suitable to the environment or changes in the environment. It is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It involves coping with new standard and value. It can be defined as the reaction to the demands and pressure of the social environment imposed upon the individual.

Academic achievement

Education is one of the most important aspects of human resource development. Poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents. There are many reasons for children to underperform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental causes. The information provided by the parents, classroom teacher and school counselor about the child's academic difficulties guides the pediatrician to form an initial diagnosis. However, a multidisciplinary evaluation by an ophthalmologist, otolaryngologist, counselor, clinical psychologist, special educator, and child psychiatrist is usually necessary before making the final diagnosis. It is important to find the reason(s) for a child's poor school performance and come up with a treatment plan early so that the child can perform up to full potential.

Justification of the study

In present scenario world is changing at a very fast pace and developing as well. Disability is no more regarded as the hurdle for a person to carry out everyday activities without some degree of assistance or adaptation. The study will explore the psycho-social areas of children with physical impairment (visual and hearing). It will further explore many demographic factors which may affect the life of the sample designed for this study.

The proposed study is also aimed to study psychological hardiness, social adjustment and academic achievement in children with visual and hearing physical impairments. However, in present study the following objectives will be examined:

II.OBJECTIVES OF THE STUDY

1) To study psychological hardiness in children with visual, hearing, and both visual and hearing impairments.
2) To study social adjustment in children with visual, hearing, and both visual and hearing impairments.
3) To study academic performance in children with visual, hearing, and both visual and hearing impairments.

Hypotheses

In the light of above stated objectives, the following hypotheses will be tested:

1) There would be significant differences among visual, hearing and both visual hearing impaired children on psychological hardiness.
2) There would be significant differences among visual, hearing and both visual hearing impaired children on social adjustment.
3) There would be significant differences among visual, hearing and both visual hearing impaired children on academic performance.

III.REASEACH METHOD

Descriptive survey method was employed

POPULATION AND SAMPLE

sample of 150 children (50 visually impaired, 50 hearing impaired and 50 both visually and hearing impaired) studying in V and VIII standard was selected The target population for the study will be visually and hearing impaired children studying in special schools suituated in Kashmir, jammu and Kashmir state.

A purposive sample of 150 students (50 visually impaired, 50 hearing impaired and 50 both visual and hearing impaired) from the special schools situated in Kashmir, jammu and Kashmir state.

Variables

Independent variables:

1. Type of impairment: It has three levels (i.e., Visual, Hearing, Comorbid)
2. Severity (Low- High)

Dependent variables:

1. Psychological hardiness
2. Social adjustment
3. Academic performance

IV.PROPOSED METHODOLOGY

A methodology is an essential part of any research study as it provides a guideline of future researcher to evaluate any study to variety its results. In present study first of all data will be collected direct from the

identified sample by using purposive sampling. The selected instruments will be used for measuring psychological hardiness, social adjustment and academic achievement. The sample size will be 150 children with physical impairment. The data will be analyzed and the relationship between physical impairment with academic performance; social adjustment and psychological hardiness will be explored by correlation. Then we will compare three groups of sample first with visual impairment, second with hearing impairment and third with both visual and hearing impairment.

Measures:

The following tools will be put into use in the present study to collect data.

1. Psychological Hardiness Scale (PHS) Arun kumar sigh (Patna)
2. Academic Performance Scale (APS) George J. paul
3. Social Adjustment Scale (SAS) A.K.P.Singh (Patna) R.P.Singh (Patna)

Statistical techniques

Mean, standard Devation and t-test

TABLE – 1

Mean, S.D. and t-value of the scores of psychological hardiness, social adjustment , and academic performance of visual and hearing impaired children.

S.no	Dimensions	Variables	N	Mean	SD	t-value
1.	Psychological hardiness	Visual impaired	50	2.6	1.57	0.35
		Hearing impaired	50	3.2	1.16	
		Both visual and hearing	50	2.9	1.43	
2.	Social adjustment	Visual impaired	50	4.16	1.4	4.02
		Hearing impaired	50	5.88	1.61	
		Both visual and hearing	50	4.76	1.52	
3.	Academic performance	Visual impaired	50	1.6	1.49	0.21
		Hearing impaired	50	2.68	1.91	
		Both visual and hearing	50	2.43	1.73	

Level of significance	Value
t.0.05	2.01
t 0.01	2.68

Not significant at 0.01 and 0.05 level.

The table 1 represents the mean, standard deviation and significance of differences in mean scores of respondents of psychological hardiness of visual, hearing and both visual and hearing impaired children. The mean value of psychological hardiness of visually impaired is 2.6, hearing impaired is 3.2 and both visual hearing impaired children is 2.9. Similarly the S.D. value of psychological hardiness of visual impaired is 1.57, hearing impaired is 1.16 and both visual and hearing impaired 1.43.The t-value is 0.35.it is not significant at 0.01 & 0.05 level. So we can say the null hypothesis H01. There is no significant difference among visual, hearing and both visual and hearing impaired children on psychological hardiness is accepted.

Whereas, the mean, standard deviation and significance of difference in mean scores of respondents of social adjustment of visual, hearing and both visual and hearing impaired children. The mean value of social adjustment of visually impaired is 4.16, hearing impaired is 5.88 and both visual hearing impaired children is 4.76. Similarly the S.D. value of social adjustment of visual impaired is 1.4, hearing impaired is 1.61 and both visual and hearing impaired is 1.52. The t-value is 4.02. it is significant at 0.01 & 0.05 level. So we can say the null hypothesis H02. There is significant difference among visual, hearing and both visual and hearing children on social adjustment is rejected.

While the mean, standard deviation and significance of difference in mean scores of respondents of academic performance of visual, hearing and both visual and hearing impaired children. The mean value of academic performance of visually impaired is 1.6, hearing impaired is 2.68 and both visual hearing impaired children is 2.43. Similarly the S.D. value of academic performance of visual impaired is 1.49, hearing impaired is 1.91 and both visual hearing impaired is 1.73. The t- value is 0.21. it is not significant at 0.01 & 0.05 level. So we can say the null hypothesis H03. There is no significant difference among visual, hearing and both visual hearing impaired children is accepted.

V.MAIN FINDINGS

- The results shows that the visually impaired, hearing impaired and both visual hearing impaired children differ significantly on their psychological hardiness. Further, the visual impaired and hearing impaired children have better psychological hardiness than both visual hearing impaired children. Thus, research hypothesis NO 1 that mean psychological hardiness scores of visual impaired and hearing impaired will be more better than that of both visual and hearing impaired children.
- The results shows that the visually impaired, hearing impaired and both visual hearing impaired children differs significantly on their social adjustment. Further , the visual impaired and hearing impaired has adverse affect on social adjustment than both visual hearing impaired children. Thus ,the hypothesis no 2 stated

earlier that there will be a positive impact of social adjustment of both visual hearing impaired children and visually impaired and hearing impaired is retained.

- The results shows that the visually impaired, hearing impaired and both visual hearing impaired children differ significantly on their academic performance. Further , the visual impaired and hearing impaired has better academic performance than both both visual hearing impaired children. Thus , research hypothesis no 3 that mean academic score of visual impaired and hearing impaired will be more better than that of both visual and hearing impaired children

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