

Self -efficacy among hearing impaired and typically growing school going adolescents in district Anantnag (J&K)

SHAFIA NAZIR^{1*} AND SABAHAT HUSSAIN²

¹Sr. Assistant Professor and ²Research Scholar
Department of Human Development, Institute of Home Science
University of Kashmir, Kashmir (J&K) India

ABSTRACT

The study investigated Self-efficacy among 30 hearing impaired and 30 typically developing school going adolescents selected from various government and private schools of district Anantnag using purposive random sampling. Self-efficacy scale developed by Dr. A.K Singh and Dr. Shruti Narian was the main tool used in the study. To analyze the data statistically SPSS was applied using mean, standard deviation and t-test. Significant difference was found between hearing impaired and typically growing adolescents on efficacy-expectation, positive-attitude and outcome-expectation. However, no significant difference was found between the two groups on self-confidence.

Key Words : Adolescence, Hearing impairment, Self- efficacy

INTRODUCTION

An individual receives impressions of the world only through the sense organs. Senses are said to be the gateway to knowledge. Children with hearing loss are at risk for lower self-efficacy due to differences from hearing peers relative to communication skills, physical appearance, and social maturity. Children and adolescents with hearing loss rate generic quality of life on par with hearing peers. However, they report difficulties in certain aspects of quality of life such as peer acceptance, social-emotional adjustment, and self-esteem relative to hearing peers. Adjusting to hearing impairment and accepting hearing loss can be difficult for many individuals, as well as for their families. The most significant consequence of growing up with hearing loss is the difficulty in perceiving others, and this limitation has direct effect on the ability to develop speech and language skills which is the essential for communication. There is a cascading effect on every aspect of a child's psychosocial development, self-esteem, self-efficacy, emotional development, family concern, social competence and over all perceived quality of life on the hearing impaired person. Studies

Cite this Article: Nazir, Shafia and Hussain, Sabahat (2017). Self -efficacy among hearing impaired and typically growing school going adolescents in district Anantnag (J&K). *Internat. J. Appl. Home Sci.*, 4 (9 & 10) : 796-799.

revealed that children with hearing impairment present more behavioral and social problems than their hearing peers (Davis and Hind, 1999 and Oyewumi, 2012). Adolescents with hearing loss who have acquired sophisticated use of language have an increased chance of being accepted by their hearing peers and develop superior quality of life (Scheetz, 2004). On the other hand, for those adolescents with hearing impairment whose language skills lack proficiency, social interactions may become a frustrating struggle, leading to social isolation and loneliness and low poor quality of life. An individual uses language to describe, interpret, and ultimately understand the abstract nature of his/ her emotions. As a result of concomitant language deficits, hearing-impaired adolescents growing up with hearing loss may have limited experience in self-expression and a subsequent delay in awareness and understanding of their emotions, as well as the emotions of others (Stein *et al.*, 2003).

Objectives of the study :

1) To assess and compare the hearing impaired and typically growing adolescents on self-efficacy.

METHODOLOGY

The present study was conducted on hearing impaired and normal boys and girls selected from various Government and Private schools of rural areas of district Anantnag (J&K). The size of the sample was 60 (30 hearing impaired and 30 typically growing school going adolescents). The hearing impaired students were purposively selected from various government and private schools where as the typically growing adolescents were randomly selected from the same schools. Both the groups belonged to the age group of 12-17 years.

Tool used :

Self-efficacy scale developed by A.K. Singh and Shruti Narian was the main tool used in the present investigation.

Statistical techniques used :

The data was analyzed applying SPSS using, Mean, S.D. and t-test.

RESULTS AND DISCUSSION

To come up with the significance in mean self-efficacy scores of hearing impaired and typical adolescents t-test was computed. Details have been presented in the tables below:

The mean and S.D. comparison of hearing impaired and typically growing adolescents on self-confidence revealed no significant difference between the two groups. However, the data revealed that the typically growing adolescents scored better in the test of self-

Table 1 : Mean comparison of hearing impaired and typically growing adolescents on self-confidence (N=30 each)			
Groups	Mean \pm S.D.	t-test	Level of significance
Hearing Impaired	16.97 \pm 3.178	1.450	Not Significant
Typically Growing	17.97 \pm 2.042		

confidence than their hearing impaired participants. The findings are consistent with the findings of the research conducted by Nazir *et al.* (2016) who found that physically challenged children had low self- esteem than their normal peers. Raj Put (2013) also found that the able-bodied students were more self -confident than their hearing peers.

The data presented in Table 2 revealed that there is a significant difference between hearing impaired and typically growing adolescents on efficacy-expectation. The less score attained by the hearing impaired adolescents implies that they were not convicted towards the successful behavior required to generate the outcome. This shows that the normal adolescents were hard working, determined and persistent at a particular behavior. The findings go in similarity with the findings of the research conducted by Rieffe *et al.* (2010) who found that hearing impaired children have lower levels of self- esteem than those of normal hearing participants.

Table 2 : Mean comparison of hearing impaired and typically growing adolescents on efficacy – expectation (N=30 each)

Groups	Mean±SD.	t-test	Level of Significance
Hearing impaired	18.50±3.288	2.146	Significant at 0.05level
Typically growing	19.87±1.167		

The data presented in Table 3 revealed that there is a significant difference between hearing impaired and typically growing adolescents on positive attitude. This implies that hearing impaired adolescents attained a lower score than the typically growing adolescents. The results showed that the hearing impaired adolescents do not keep a set of ideas, values and thoughts that tend to look for the good, and to overcome problems. The findings are consistent with the statement of (Feleketch, 2000) who stressed that: “people’s negative attitude is indicated as one of the serious problems in the education of the hearing impaired and their social life.

Table 3 : Hearing impaired and typically growing adolescents on positive attitude (N=30 each)

Groups	Mean±SD.	t-value	Level of significance
Hearing impaired	16.30±2.521		Significant at 0.01 level
Normal	19.37±2.385	4.840	

The data presented in Table 4 revealed a significant difference between hearing impaired and typically growing adolescents on Outcome Expectation. The typically growing adolescents attained a better score than the hearing impaired adolescents. This implies that the hearing impaired adolescents were not convicted towards a belief that a given behavior will lead to a particular outcome.

Table 4 : Hearing impaired and typically growing adolescents on outcome expectation (N=30 each)

Groups	Mean±SD	t-value	Level of significance
Hearing impaired	17.73±1.982	4.625	Significant at 0.01 level
Normal	19.97±1.752		

Conclusion :

The findings revealed a significant difference between the hearing impaired and typically growing adolescents on the three dimensions of self-efficacy scale i.e. efficacy- expectation, positive- attitude and outcome-expectation. However, no significant difference was found between the two groups on self-confidence.

REFERENCES

- Davis, A. and Hind, S. (1999). The impact of hearing impairment: A global health problem. *Internat. J. Pediatric Otorhinolaryngol.*, **49** (Supplement), S51–S54.
- Feleketch, B.G. (2000). Social and academic problems of hearing impaired students in the second cycle of primary school in selected special schools. Addis Ababa: Addis Ababa University Press.
- Heward, W.L. (2000). Exceptional children: An introduction to special education. New Jersey: Prentice. Essays in Education.
- Nazir, Shafia, Khan, Nilofar and Nadeem, N.A (2016). Self-esteem in physically challenged and typically growing school going children in Srinagar (J&K). *Educational Scientific Res. Internat. J.*, **2** (11) November 2016.
- Oyewumi, Adebomi (2012). Analysis of emotional and behavioral disorder among primary school children with hearing impairment. *Nigerian J. Clinical & Counseling Psychol.*, Vol. **18**.
- Rajkonwar, Suresh, Soni, J.C. and Dutta, Jadab (2014) A study of adjustment, level of aspiration, self-concept and academic achievement of visually handicapped school children of Assam. *Internat. J. Development Res.*, **4** (4) : 902-907.
- Rajput, S. (2013). Comparative study of emotional intelligence and self- confidence among the able and disabled students. *Cognitive Discourses Internat. Multidisciplinary J.*, vol. **1**.
- Santrock, J.W. (2006). Educational Psychology. McGraw-Hill Companies, London.
- Scheetz, N.A. (2004). Psychosocial aspect of deafness. Massachusetts: Pearson Education, Boston.
- Singh, A.K. (2013). Tests, measurements and research methods in behavioral sciences. Bharti Bhawan Publishers and Distributors, Patna.
- Stein, Gill, Gans and Swain, J. (2003). Controversial issues in a Disabling Society, Buckingham, Boston: Allyn and Bacon. pp. 22 – 25.
- Sud, S., Jerusalem and Schwarzer, R. (1981). Hindi version of General Perceived Self-Efficacy Scale <http://www.healthpsych.de>.
- Theunissen S.C., Rieffe C. and Netten, A.P. (2010). Self-esteem in hearing impaired children: The influence of communication, education, and audio logical characteristics. *PLoS One* 9: e94521.
