A COMPARATIVE STUDY OF SELF CONCEPT AMONG HEARING IMPAIRED ADOLESCENTS AND VISUALLY IMPAIRED ADOLESCENTS

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Abstract

The purpose of this study was to investigate and compare the self-concept among hearing impaired and visually impaired adolescents between ages of 12 to 25 years. The sample of the study included 40 sensory impaired adolescents from Karachi in which 10 hearing impaired girls, 10 hearing impaired boys, 10 visually impaired girls and 10 visually impaired boys were selected through purposive sampling. The data was collected with the help of the structured questionnaire by interviewing, and hypotheses were tested through percentage method. The results indicate that visually impaired adolescents tend to have higher self concept than hearing impaired adolescents as measured in the various domains of the self-concept. Visually impaired adolescents have higher self esteem, work competencies, athletic competencies as compared to the hearing impaired adolescents.

Background of the Study

“Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual’s beliefs about his or her own attributes”. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. An adolescent can have a positive
self-concept in some domains and a negative self-concept in others. Research also suggests that each individual has a global (or overall) self-concept that reflects how the individual evaluates his or her self-worth as a whole (Alena M. Hadley August 2008). “Current views of the self in psychology diverge greatly from this early conception, positioning the self as playing an integral part in human motivation, cognition, affect, and social identity” (Macmillan 2006).

“Self-concept and sense of identity are difficult areas for the sensory impaired adolescents, especially for the visually impaired and hearing impaired adolescents”. (Dr. Roy C. Benavides, Executive Director roy.benavides, 1996).

For a visually impaired, inability to stimulated by the environment makes over dependence on others as well as for hearing impaired communication is a major problem, it may develop isolation and hindrances in social interaction.

The visually impaired adolescents and hearing impaired adolescents need to act upon his/her environment in such a way to receive self initiated feedback; he or she needs to learn that some degree of control over the environment can be achieved. This locus of control issue is vital in building confidence and positive self-image.

The present study may be helpful for teachers, parents, peers and the persons who interact with visually impaired and hearing-impaired adolescents. It may provide relevant information about beliefs, abilities, interests and traits through which adolescent’s learning capabilities, confidence level may be enhanced. It may also be helpful for the future researchers.

**Objectives**

Followings are the objectives of the study:

- To investigate the differences of motivation among hearing impaired adolescents and visually impaired adolescents.
- To compare the differences of self-regulation among hearing impaired adolescents and visually impaired adolescents.
- To find out the family support and social interaction for building self-concept of hearing impaired adolescents and visually impaired adolescents.
- To explore the athletic competence among hearing impaired adolescents and visually impaired adolescents.
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- To study the morality among hearing impaired adolescents and visually impaired adolescents.
- To find out the level of self-confidence and self esteem among hearing impaired adolescents and visually impaired adolescents.
- To explore work competence and differentiate among hearing impaired adolescents and visually impaired adolescents.

**Hypotheses**

Following are the hypotheses of the study:

- Hearing impaired adolescent are more self-motivated than visually impaired adolescents.
- There is no significant difference in the self-regulation of both groups of hearing impaired and visually impaired.
- Family support more provided to both groups of hearing impaired and visually impaired.
- The ability to socially interact is higher in visually impaired adolescents as compare to hearing impaired adolescents.
- There is lack of body image in visually impaired adolescents as compare to hearing impaired adolescents.
- Level of self-confidence among hearing impaired adolescents and visually impaired adolescents is approximately same.
- Level of self-esteem among hearing impaired adolescents and visually impaired adolescents is approximately same.
- Level of morality is same in hearing impaired adolescents and visually impaired adolescents.
- Visually impaired adolescents tend to have higher athletic competence than hearing impaired adolescents.
- Work competences are equal in both groups of hearing impaired adolescents and visually impaired adolescents.

**Methodology**

The present study was designed to compare the self-concept among hearing impaired adolescents and visually impaired adolescents between ages of 12 to 25 years. The sample included 40 sensory impaired adolescents from Karachi selected through purposive sampling method in which 10 hearing impaired girls, 10 hearing impaired boys, 10 visually impaired girls and 10 visually impaired boys were selected. The adolescents were approached through different special
schools and centres in Karachi. The data was collected with the help of the structured questionnaire by interviewing the respondents. The collected data has been tabulated, analyzed and hypotheses were tested through percentage method.

**Results**

- Hearing-impaired adolescents are more self-motivated than visually impaired adolescents.
- Majority of the hearing impaired adolescents are self regulated as compared to the visually impaired adolescents.
- Family support provided more to the visually impaired adolescents as compared to hearing impaired adolescents.
- Self-concept about ability to socially interact is more positive in visually impaired adolescents as compared to the hearing impaired adolescents.
- Visually impaired adolescents tend to have higher athletic competence than hearing impaired adolescents.
- Level of morality is higher in hearing impaired adolescents as compared to the visually impaired adolescents.
- There is no significant difference in the level of self-confidence between hearing impaired adolescents and visually impaired adolescents.
- Visually impaired adolescent have high level of self-esteem as compared to the hearing impaired adolescent.
- Self concept about ability to work good and with responsibility is more positive in visually impaired adolescents as compared to the hearing impaired adolescents.
- Most of the visually impaired adolescents have positive Self-image than hearing impaired adolescents.

**Discussion**

“Self-concept while not directly related to student’s education is an important construct for all students. It should be especially important to measure self-concept of students who are sensory impaired, because of their past experiences that may influence their current way of learning and interacting with other students”. (Kitsantas n.d).

Results obtained from the comparative study of the self concept among visually impaired adolescents and hearing impaired adolescents is drawn our attention to the fact that hearing impaired adolescents had lower self concept about ability to achieve their goals as compared to visually impaired adolescents evaluated in the component of the self motivation where as young hearing impaired adolescents tends to have more positive thinking than visually impaired adolescents. Huitt
(2004) quoted the Marsh that the relationship of self-concept to school achievement is very specific. There is no significant difference between hearing impaired adolescents and visually impaired adolescents in the feeling of self-satisfaction after achieving their goal but visually impaired adolescents more interested in making future goals of life as compared to hearing impaired adolescents evaluated in the component of the self motivation. A study by Mangold (1983) concluded “Self-concept characterized by the emphasis on activities/interests shared by sighted and non-sighted people, rather than the emphasis on one’s eye condition, was the key to a fulfilled and happy life of any individual with visual impairment”.

Most of the hearing impaired adolescents in future wants to live with family support where as majority of the visually impaired adolescents in future want to live independently in the component of the family support.

Majority of the hearing-impaired adolescents think that they often have been given equal importance in family like other sibling. Majority of the visually impaired adolescents think that sometimes they have been given equal importance in family like other sibling evaluated in the component of the family support.

One result indicated that majority of the visually impaired adolescents feel happy in both visually impaired and able-bodied people’s company where as most of the hearing impaired adolescents feel happy when among hearing impaired because their major problem is communication and they can easily communicate with other hearing impaired through sign language. Our findings are supported by a study conducted by Qandil (2008) explained that majority of the male and female visually impaired adolescents feel happy when in gathering off and feel hesitation during interaction with opposite sex. One of the researches Beary (1991) viewed “Physical self, personal Self, and social-Self were not significantly different between visually impaired adolescents and sighted”.

Visually impaired adolescents had lower self-concept about ability to interact with opposite sex as compared to the hearing impaired adolescents that also mentioned in the component of the social interaction.

In the component of the athletic competence attention is drawn to the fact that mostly visually impaired adolescents adjust easily in any new sports as compare to the hearing impaired adolescents. Erik Z (1999) also concluded “Social self-concept was only weakly related to actual social status, children's self-perceptions should reflect the perceptions of significant others in their lives”.

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Majority of the hearing impaired adolescents make decisions with the help of the parents evaluated in the component of the self-confidence. Qandil (2008) also highlighted that majority of the male and female visually impaired adolescents were taking decision in difficult situation by the help from their parents and sometimes changed decision after taking it.

Majority of the visually impaired adolescents and hearing impaired adolescents not at all feel to be unattractive as mentioned in the component of the self-confidence.

In the component of the self-image it has been mentioned that majority of the hearing impaired adolescents are happy with the way they look like as compared to the visually impaired adolescents feel less happy. A study by Cambra (2009) stated “One's self-perception is influenced by the attitudes and levels of acceptance of significant individuals in one's immediate environment and in society as a whole”.

Recommendation

- The sensory impaired adolescents should be taught about manners and forming friendships as early as possible.
- The sensory impaired adolescents should be taught about hearing or vision loss and the reason to wear hearing aids, glasses.
- Discover and develop their interests in the fields of athletics, painting, music, dance, writing, photography, art, cooking, etc. Self-confidence soars when they learn a new skill or hobby.
- Avoid labelling sensory impaired adolescents.
- We should encourage the hearing-impaired adolescent to speak for himself as commonly as possible even if his or her language is limited.
- The sensory impaired adolescents should be taught self-acceptance. They need not hide their hearing aids, or glasses, and assistive devices. Make these devices a natural part of their life. It is important for both self-esteem as well as their hearing or vision benefit.
- One of the best ways to boost self-confidence is to acknowledge their academic and social efforts whether they are successful or not.
- Parents should be given counselling about how to develop and enhance self-confidence in the visually impaired adolescents or hearing impaired adolescents from the young age.
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Reference


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