

**RELATIONSHIP BETWEEN SELF ESTEEM AND SCHOOL ADJUSTMENT OF
HEARING IMPAIRED SECONDARY SCHOOL PUPILS**

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Abstarct

This paper deals with the relationship between self esteem and school adjustment among hearing impaired secondary school pupils. Normative survey method was used for the study. Self esteem inventory and school adjustment inventory was the tools used for the study. The result of the test of relationship between Self esteem and school adjustment for the total sample and sub samples revealed that there exists significant relationship between Self esteem and school adjustment for the total sample. And there exists significant relationship between Self esteem and school adjustment for boys and girls, urban and rural, Govt. and private aided sub samples.

INTRODUCTION

Our history of self esteem as children, and follows us throughout lives. Self esteem has huge implications in our life paths. Self esteem effects all our decisions, lives a garden needs constant tending. It is a major key to success in life. The development of healthy self esteem is extremely important to the happiness and success of children and teenagers.

Adjustment is an important psychological variable which can be defined as an 'index of integration between the needs and satisfaction'. Adjustment is dynamic rather than static in quality. Problems in life arise out of problems of adjustment. Adjustment is the process by which a living organism maintains balance between its needs and circumstances often changing. Adjustment problems remain throughout the life.

The word 'adjustment' came into popular use in psychology during the 1930's and was given strong endorsement by Shaffer's classical book "The psychology of adjustment" which was published in 1936. In his treatment of adjustment, Shaffer emphasizes the biological adaptation of the organism to the environment as the central meaning of the term.

The concept of adjustment is as old as human race on earth. Adaptability to environment hazards goes on increasing as the human beings proceed on the psychogenetic scale from the lower extreme relations in the society. Thus adjustment

means reaction to the demand and pressure of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. Every student from the beginning of the first grade until he finishes college education makes a long series of adjustment between the whole unique personality and the environment. In this background the present study is designed to access school adjustment in relation to self esteem.

NEED FOR THE STUDY

In the present study the investigator therefore, tries to establish the fact that hearing impaired pupils shall not fall behind the normal if proper education is imparted to them in correct time. The investigator has adopted and made use of two psychological variables viz. self esteem and school adjustment. Here self esteem is considered as independent variable and school adjustment used as dependent variable. According to Good self esteem is the judgment and attitude of an individual hold towards himself. So understanding self esteem has considerable practical importance in daily life. Once it is created, is very difficult to change. For the success life a positive self esteem should be developed.

Adjustment means the process by which an individual attempts to cope with master and transcend the challenges of life by utilizing a variety of techniques and strategies. School is a place where pupils learn and develop their personality. Today schools provide opportunity for overall development of the child. How adequately pupils are adjusted to the situation, determine all round development, progress and future success in life. Therefore, the present attempt is to find out the extent of relationship between self esteem and school adjustment of hearing impaired secondary school pupils of special schools in Kerala.

OBJECTIVES OF THE STUDY

- i) To find out the nature and extent of self esteem of hearing impaired secondary school pupils in the total sample and the sub samples based on Sex, Locale, and Type of management.
- ii) To study the nature and extent of school adjustment of hearing impaired secondary school pupils in the total sample and the sub samples based on Sex, Locale, Type of management.

- iii) To study the extent of relationship between self esteem and school adjustment of hearing impaired secondary school pupils in the total sample and the sub samples based on Sex, Locale, Type of management.

HYPOTHESES OF THE STUDY

- i) There is no significant difference in the mean scores of self esteem of hearing impaired secondary school pupils in the relevant sub samples based on Sex, Locale, Type of management.
- iv) There is no significant difference in the mean scores of school adjustment of hearing impaired secondary school pupils in the relevant sub samples based on Sex, Locale, Type of management.

METHODOLOGY IN BRIEF

Sample

The present study was conducted on a representative sample of 260 hearing impaired pupils of secondary school studying in VIII, IX, X drawn from Thrissur, Ernakulam and Palakkad districts. The sample was selected using stratified sampling technique giving due representation to factors like sex, locality and type of management of school.

Tools used for the study

The investigator used the following tools to measure the extent of relationship between self esteem and school adjustment.

1. **Self esteem inventory.** The investigator adopted this inventory which was developed and standardized by University of Calicut (Usha and Suchitra 2000).
2. **School adjustment inventory.** This tool was developed and standardized by the investigator with the assistance of supervising teacher.

MAJOR FINDINGS

Hypotheses 1

There is no significant difference in the mean scores of self esteem of hearing impaired secondary school pupils in the relevant sub samples based on Sex, Locale, Type of management.

Table 1
Statistical Constants of Self Esteem for the Sub Sample

Variable	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Girls	45.15	46	42	12.565	-0.987	1.062
Boys	42.31	45	48	13.484	-0.837	0.139
Govt	41.64	46	42	15.247	-0.894	0.194
Pvt.Aided	44.68	46	48	11.996	-0.798	0.406
Rural	44.66	48	48	13.714	-1.179	0.874
Urban	43.08	44	42	12.485	-0.665	0.038

The table 1 shows that mean value of self esteem is 45.15 for the sub sample girls are highest and that of government school 41.64 is smallest. In the case of girls self esteem has higher mean than boys. The mean value of self esteem for rural is 44.66 where as urban population is 43.08 .The mean value of school adjustment for private aided schools is 44.68 and for where as urban sub sample is 43.08. By considering the values of measures of central tendency and measures of dispersion, the distribution is approximately normal. The subsamples almost have similar means show equality in self esteem.

Hypotheses 2

There is no significant difference in the mean scores of school adjustment of hearing impaired secondary school pupils in the relevant sub samples based on Sex, Locale, Type of management.

Table 2
Statistical Constants of School Adjustment for the Sub Samples

Variable	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Girls	23.33	22	25	11.026	0.938	0.776
Boys	25.86	22	24	12.388	0.831	0.102
Govt	25.28	22	24	13.534	1.044	0.072
Pvt Aided	24.22	22	21	10.949	0.74	0.212
Rural	23.09	21	22	12.103	1.282	1.111
Urban	25.74	23	21	11.319	0.596	0.087

The table 2 shows that mean value of school adjustment is 25.86 for the sub sample boys are highest and the smallest value is 23.09 for rural sub sample. The mean value of school adjustment for girls is 23.33. The mean value of school adjustment for government schools is 25.28 and for private aided schools are 24.22. In the case of rural population the mean value of school adjustment is 23.09 where as for urban population it is 25.74. By considering the values of measures of central tendency and measures of dispersion the distribution is approximately normal. The sub samples almost have similar means shows equality in school adjustment.

EDUCATIONAL IMPLICATIONS

Hearing impaired children need education like normal peers for their academic growth as well as for the development of their all round personality. The utmost educational consideration for the hearing impaired children lies in providing the traditional communication and learning skills namely sign language, finger spelling and cued speech. This help them to make use of the provisions made in their curriculum for making them to learn vocabulary, grammar, word order, idiomatic expressions and other aspects of verbal communication.

Encourage the children to develop hobbies and interests which give them pleasure and cultivate creativity. This may help them to bring out inner abilities and give more exposure to outside world. A suitable school environment should be created where the pupils must get due recognition. Make use of the advanced technology, to retain interest of the pupil. Try to exploit to the maximum physical as well as mental working capacity of the children. For that provide more co-curricular experiences. The class room activities should be designed in such a way that pupils must get maximum group interaction. Moreover good teacher pupil relations must be established. Both parents and teachers avoid criticisms that takes the form of ridicule or shame. Instead be generous with praise. Teachers and parents should behave empathetically to the child. Training to teachers and parents of the hearing impaired children is to provided. Enough opportunity should be provided to develop self awareness. Curriculum should provide enough space to co-curricular and extra curricular activities along with curricular activities. This will be helpful to the student in developing general self esteem, academic self esteem, social self esteem, home self esteem and personal self esteem. Vocational training should be included in the curricular programmes for making them able to learn the means of their livelihood and becoming self reliant in the future life. Arrange appropriate counselling and therapeutic measures or the proper adjustment of the hearing impaired to the socio-psychological environment.

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