Sports Scientists Views in
Indian Journal of Physical Education, Sports & Applied Sciences
I.J.P.E.S.A.S
Available Online
www.sportscientistsviews. com
Journal DOI-10.17605/OSF
Scientific Journal Impact Factor-5.684

A COMPARATIVE STUDY OF ADJUSTMENT BETWEEN NORMAL AND DEAF STUDENTS

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ABSTRACT

The problems of adjustment have become therefore very important in our complicated and civilized society that psychologists have turned their deep interest in understanding the concepts in the real sense. The present analysis was to compare the adjustment between male and female students belonging to higher secondary schools of Bilaspur district. A sample of Fifty (Males=25, Females= 25)) students' happiness to degree faculty of education of Bilaspur district and who volunteered to participate during this study, were designated to function subjects for this study. AICS by Sinha & Singh in Hindi was implemented to all the respondents. Questionnaire consisted of 102 questions to live 5 dimensions of adjustment viz., Home (l6), Health (15), Social (19), Emotional(31), and educational (21) and total adjustment. To find the difference between male and female students, mean, SD, and t-ratio were computed. The SPSS 16.0 computer program was used to investigate the collected data. The results of the study revealed that the significance difference was found between deaf boys and girls in four dimensions of adjustment i.e. Home, Health, Social, and emotional adjustment, Significance difference was not found between deaf boys and girls in four dimensions of adjustment i.e. Home, Health, Social, and emotional adjustment, The normal boys and Deaf boys; Normal girls and Deaf girls; Deaf boys and Normal girls; Normal boys and Deaf girls and deaf students and normal students had statistically significance of difference in three dimensions of adjustment i.e. Home, Health, and emotional dimensions of adjustment, as the obtained. The normal boys and Deaf boys; Normal girls and Deaf girls; Deaf boys and Normal girls; Normal boys and Deaf girls and deaf students and normal students did not differ significantly in social type of adjustment.

Keywords: Deaf, Normal, Students, Boys, Girls, Adjustment, Schools

1. INTRODUCTION

As people normally could have totally different views on the character of psychological adjustment, therefore is that the case with psychologists. Some psychologists view 'adjustment as a method by that people are regularly growing and meeting life's challenges. different psychologists read adjustment as "a fixed state or goal that involves sure fascinating characteristics (such as satisfaction in social relationship, in wedding, in an exceeding career, or goal achievement) that has got to be achieved".

The systematic study of the complete man is undertaken in 2 indivisible fields, known because of the science of adjustment and therefore the science of personality. Adjustment and personality are unifying conceptions as a result of they embrace the assorted subordinate processes of motivation, feeling, and cognition. as an example, adjustment is accomplished through the exercise of cognitive activities like perception and thought processes by that the person has transactions with the globe concerning him.

There is a variety of things concerning an adjustment scenario that have psychological significance. First, a need should exist. If there's no need there's no would like for adjustment. Second, adjustment is that the satisfaction of a need. once a need is glad and adjustment has been created. Even the sharp stop of a need constitutes an adjustment. Third, difficulties that interfere with the satisfaction of necessities represent adjustment issues or personality disorders. If changes might be created simply, habits of adjustment would be comparatively unimportant.

It should be recognized that the satisfaction of all human needs is not possible. The difficulties that fill in the means of satisfying some needs are too nice to be controlled. After all, men are mortal with all the restrictions of mortality. once human needs square measure on the far side human limitations they have to be recognized as not possible to induce them glad that is a personality disorder. To still need the moon is to make a permanent adjustment downside. Human needs should be restricted to the boundaries of attainable satisfaction.

If a gaggle of psychologists were to induce to understand an individual quite well, or were provided sufficient information a few person's behavior, there would presumably be a general accord among them concerning however adjusted or however poorly adjusted that person is. One's considering adjustment is decided by one's perspective that's by one's overall means of viewing social and psychological phenomena.

What will we really mean by a perspective on adjustment ? basically, it's an organized means of viewing individuals within the method of formulating their life goals and managing and resolving their psychological issues. A perspective is comprehensive; that's, it always takes under consideration the overall development of the person, together with emotional, cognitive, social, and social development, the motivation that explains why we tend to behave the means we tend to do, and therefore the criteria for booming adjustment, together with a read concerning anxiety, a theory of a maladjustive behavior, and a system of psychotherapy that comes from all preceding factors. There are four main views : The psychoanalytical, the behavioral, the cognitive, and therefore the humanistic.

The children who received proper attention from their parents and teachers were well adjusted within the society, as they didn't hesitate and felt shy in meeting strangers **(Nadir, Akhtar, and Ali (2006).** Most of the adolescents with disablement in Special-Needs School have their social adjustment within the medium category. additionally, the results are obtained from the extra variety of an summary of social adjustment supported age and gender **(Daulay and Rahmawati, 2016).**

Satapathy (2008). showed that stress had a big inverse correlation with the educational performance of non-impaired students, whereas the connection was low positive within the case of hearing-impaired students. While social-emotional adjustment enhanced the educational performance of both groups.

Deafness may be a condition that causes someone couldn't to be ready to catch a spread of stimuli, especially through the senses of hearing . The deaf has particular characteristics that are different from normal people. **(Somantri, 2007).** The deaf people tend to be egocentric, have more anxiety feelings, are more enthusiastic about others familiar, difficult to be distracted, more focused on concrete things, poor fantasy, nature plain, simple but tend to be irritable or quick to require offense, and lacked the concept of the link. **(Heryati, 2010).**

According to **Schneiders (1964)** -Social adjustment is that the capacity to react adequately to social realities, situation, and relations". According to **Spence (2003),** social adjustment is defined because the ability or capacity of the individual to react effectively and appropriately to the truth of true, and social relations in order that the stress of social life are met during a way that's acceptable and satisfactory.

Jameel, Nabeel, and Batool (2019) revealed that hearing-impaired children have an occasional level of social adjustment and visual impaired children had a high level of social adjustment. there's a major difference among children in their social adjustment on the idea of the category of disability and on the premise of their living areas but no major difference was found among the social adjustment of special needs children regarding their age, gender, and birth order

Polat (2003) found a positive relationship between psychosocial variables and a few of the independent variables, like the utilization of hearing aids, intelligibility, academic achievement, parental hearing status, and communication methods used in school. He suggested that it had been not deafness, but some environmental factors were also influential on the psychosocial adjustment of deaf students. **Rekkedal (2017)** expressed that a hearing impairment may impact students' ability to provide speech sounds, hear and understand language, produce oral language, acquire and use background across a variety of topics, access information presented within the classroom, understand new concepts – particularly language-based concepts and interact with others

The present analysis was to research and compare the adjustment between male and female student belonging to higher secondary schools of Chhattisgarh

2. METHODOLOGY

2.1 Sample

A sample of Fifty (Males=25, Females= 25)) students' happiness to degree faculty of education of Bilaspur district and who volunteered to participate during this study, were designated to function subjects for this study. The age of subject was between 14 to 17 years.

2.2 Instrumentation

Sinha & Singh's AICS has been ready in Hindi furthermore as in English and it's 102 things to live 5 dimensions of adjustment viz., Home (l6), Health (15), Social (19), Emotional(31), and educational (21) and total adjustment. . Item analysis was done by hard bi-serial correlation of every item (i) with the overall score of the Inventory and (ii) with the realm total scores. the utilization of little a, b, c, d, e corresponding to the 5 measures of adjustment, furthermore as numbers, alter the check used to find without delay the actual question relating live. the overall score is also taken to point to the overall adjustment. Scoring: the subjects are often classified into 5 classes in accordance with the raw scores obtained by them on the

inventory. The 5 totally different classes of adjustment are : 'A' that stands for wonderful, 'B' that stands permanently, 'G' that stands for average, 'D' that stands for unsatisfying, and 'E' that stands for terribly unsatisfying adjustment.

2.3 statistical Analysis

To find the difference between male and female students, mean, SD, and t-ratio were computed. The SPSS 16.0 computer program was used to investigate the collected data. The level of significance was set at .05 level.

3. RESULTS

To assess the significant difference between normal and deaf male and female students, mean, SD, and t-ratio were computed and data pertaining to this, has been presented in Table 1 to 7

TABLE 1
DEAF GIRLS & DEAF BOYS

Dimensions of Adjustment	Sex	Mean	MD	σ DM	t-ratio
Home Adjustment	Girls Boys	19.24 18.04	1.19	1.16	1.04
Health Adjustment	Girls Boys	14.00 14.96	0.96	1.74	0.55
Social Adjustment	Girls Boys	17.72 16.83	0.89	1.24	0.72
Emotional Adjustment	Girls Boys	17.04 16.00	1.04	1.65	0.63

Insignificant at .05 level, t.05 (48)=2.01

It is clearly evident from Table 1 that there was no statistically significance difference between deaf boys and girls in four dimensions of adjustment i.e. Home, Health, Social, and emotional adjustment, as the obtained t-values of 1.04, 0.55, 0.72 and 0.63 respectively were lesser than the required t .05 (48)=2.01 to be significant.

TABLE 2
NORMAL GIRLS AND NORMAL BOYS

Dimensions of Adjustment	Sex	Mean	MD	σ DM	t-ratio
Home Adjustment	Girls Boys	10.48 10.16	0.68	1.14	0.59
Health Adjustment	Girls Boys	7.88 7.24	0.64	1.36	0.47
Social Adjustment	Girls Boys	17.56 17.00	0.56	1.07	0.53
Emotional Adjustment	Girls Boys	11.40 12.04	0.64	1.63	0.39

Insignificant at .05 level.
t.05 (48)=2.01

It is clearly evident from Table 2 that there was no statistically significance difference between Normal boys and girls in four dimensions of adjustment i.e. Home, Health, Social, and emotional adjustment, as the obtained t-values of 0.59, 0.47, 0.43 and 0.39 respectively were lesser than the required t .05 (48)=2.01 to be significant.

TABLE 3
NORMAL BOYS AND DEAF BOYS

Dimensions of Adjustment	Sex	Mean	MD	σ DM	t-ratio
Home Adjustment	Normal Boys Deaf Boys	11.16 18.00	6.84	1.01	6.74*
Health Adjustment	Normal Boys Deaf Boys	7.24 14.88	7.64	1.38	5.52*
Social Adjustment	Normal Boys Deaf Boys	17.00 16.80	0.20	1.08	0.19
Emotional Adjustment	Normal Boys Deaf Boys	12.04 15.88	3.84	1.71	2.24*

*Significant at .05 level, t.05 (48)=2.01

It is evident from Table 3 that the statistically significance of difference existed between Normal boys and Deaf boys in three dimensions of adjustment i.e. Home, Health, and emotional adjustment, as the obtained t-values of 6.74, 5.52 and 2.24 respectively were higher than the required t .05 (48)=2.01. But the significance difference was not found between Normal boys and Deaf boys in social adjustment dimensions, as the obtained t-value of 0.19 was less than the required t .05 (48)=2.01.

TABLE 4
NORMAL GIRLS AND DEAF GIRLS

Dimensions of Adjustment	Sex	Mean	MD	σ DM	t-ratio
Home Adjustment	Normal Girls Deaf Girls	10.48 19.24	8.76	1.24	7.05*
Health Adjustment	Normal Girls Deaf Girls	7.88 14.00	6.12	1.68	3.64*
Social Adjustment	Normal Girls Deaf Girls	17.56 17.72	0.16	1.20	0.13
Emotional Adjustment	Normal Girls Deaf Girls	11.40 17.04	5.64	1.53	3.69*

*Significant at .05 level, t.05 (48)=2.01

It is evident from Table 4 that the statistically significance of difference existed between Normal girls and Deaf girls in three dimensions of adjustment i.e. Home, Health, and emotional adjustment, as the obtained t-values of 7.05, 3.64, and 3.69 respectively were higher than the required t .05 (48)=2.01. But the significance difference was not found between Normal girls and Deaf girls in social adjustment dimensions, as the obtained t-value of 0.13 was less than the required t .05 (48)=2.01.

TABLE 5
DEAF BOYS & NORMAL GIRLS

Dimensions of Adjustment	Sex	Mean	MD	σ DM	t-ratio
Home Adjustment	Deaf Boys Normal Girls	18.00 10.48	7.52	1.12	6.74*
Health Adjustment	Deaf Boys Normal Girls	14.88 7.88	7.00	1.50	4.66*
Social Adjustment	Deaf Boys Normal Girls	16.80 17.56	0.76	1.01	0.75
Emotional Adjustment	Deaf Boys Normal Girls	15.88 11.40	4.48	1.36	3.29*

*Significant at .05 level, t.05 (48)=2.01

It is evident from Table 5 that the statistically significance of difference existed between Deaf boys and Normal girls in three dimensions of adjustment i.e. Home, Health, and emotional adjustment, as the obtained t-values of 6.74, 4.66 and 3.29 respectively were higher than the required t .05 (48)=2.01.

But the significance difference was not found between Deaf boys and Normal girls in social adjustment dimensions, as the obtained t-value of 0.75 was less than the required t .05 (48)=2.01.

TABLE 6
NORMAL BOYS & DEAF GIRLS

Dimensions of Adjustment	Sex	Mean	MD	σ DM	t-ratio
Home Adjustment	Normal Boys Deaf Girls	11.16 19.24	8.08	1.15	7.01*
Health Adjustment	Normal Boys Deaf Girls	7.24 14.00	6.76	1.58	4.28*
Social Adjustment	Normal Boys Deaf Girls	17.00 17.72	.72	1.26	0.57
Emotional Adjustment	Normal Boys Deaf Girls	12.04 17.04	5.00	1.85	2.70*

*Significant at .05 level, t.05 (48)=2.01

It is evident from Table 6 that the statistically significance of difference existed between Normal boys and Deaf girls in three dimensions of adjustment i.e. Home, Health, and emotional adjustment, as the obtained t-values of 7.01, 4.28 and 2.70 respectively were higher than the required t .05 (48)=2.01. But the significance difference was not found between Normal boys and Deaf girls in social adjustment dimensions, as the obtained t-value of 0.57 was less than the required t .05 (48)=2.01.

TABLE 7
DEAF STUDENTS & NORMAL STUDENTS

Dimensions of Adjustment	Sex	Mean	MD	σ DM	t-ratio
Home Adjustment	Deaf Students Normal Students	18.62 10.82	7.80	0.80	9.75*
Health Adjustment	Deaf Students Normal Students	14.42 7.56	6.88	1.08	6.36*
Social Adjustment	Deaf Students Normal Students	17.72 17.28	0.02	0.80	0.03
Emotional Adjustment	Deaf Students Normal Students	16.46 11.72	4.74	1.14	4.16*

*Significant at .05 level,
t.05 (98)=1.98

It is evident from Table 7 that the statistically significance of difference existed between deaf students and normal students in three dimensions of adjustment i.e. Home, Health, and emotional adjustment, as the obtained t-values of 9.75, 6.36 and 4.16 respectively were higher than the required t .05 (98)=1.98. But the significance difference was not found between deaf students and normal students in social adjustment dimensions, as the obtained t-value of 0.03 was less than the required t .05 (98)=1.98.

4. DISCUSSION

A number of researchers discerned the facilitative role of upper socio-economic background on psychological well-being and academic achievement of youngsters without impairment **(Ushasree, 1980; Srivastava, Singh and Thakur, 1980; Mishra, 1986; Krishnamacharlu, 1989; Das, 1994),** in addition as on adjustment **(Demorest & Erdman, 1989 and Calderon & Greenberg , 1999)** cognitive functioning **(Kapoor, 1990) and examination success (Powers, 1999)** of hearing-impaired students. children with hearing impairments are in danger of more social-emotional maladjustment than their hearing peers **(Krishnamacharlu, 1989; Prior, et.al., 1988 and Vostanis, Heys & DuFeu, 1997).** Contrary to those and other studies which found no significant difference between hearing-impaired and their normal-hearing counterparts on social-emotional adjustment **(Arnold &Atkins, 1991; Frustenberg & Doyal,**

1994 and Erdman & Demorest, 1998), this finding noted significantly better social-emotional adjustment in hearing-impaired students which thus lent support to the study by **Jyothi and Reddy (1996).**

When the deaf boys and girls were compared together on adjustment, t-ratio resulted significance difference in all dimensions of adjustment i.e. Home, Health, Social, and emotional dimensions of adjustment. But statistically significance difference was not observed between Normal boys and girls in all dimensions of adjustment. Normal boys and Deaf boys had statistically significance difference in their Home, Health, and emotional dimensions of adjustment, while the Normal boys and Deaf boys did not differ in social adjustment dimensions In case of Normal girls and Deaf girls, they had significance differences in their Home, Health, and emotional dimensions of adjustment, while the Normal boys and Deaf boys did not differ in social adjustment dimensions

The t- resulted significance difference between Deaf boys and Normal girls in . Home, Health, Social, and emotional dimensions of adjustment. But they did not differ in social adjustment dimension. In case of Normal boys and Deaf girls. They had also significant difference in Home, Health, and emotional dimensions of adjustment. But they did not differ in social dimension of adjustment. When the deaf students and normal students were compared together of varios dimensions of adjustment, the statistically significance was observed Home, Health, and emotional dimensions. Adjustment, But they did not differ in social dimension of adjustment. It was finally concluded that male and female school children existed significant difference in Home, Health, and emotional dimensions of adjustment. But they did not differ in social dimension of adjustment.

5. CONCLUSIONS

1. Significance difference was found between deaf boys and girls in four dimensions of adjustment i.e. Home, Health, Social, and emotional adjustment,
2. Significance difference was not found between deaf boys and girls in four dimensions of adjustment i.e. Home, Health, Social, and emotional adjustment,
3. The normal boys and Deaf boys; Normal girls and Deaf girls; Deaf boys and Normal girls; Normal boys and Deaf girls and deaf students and normal students had statistically significance of difference in three dimensions of adjustment i.e. Home, Health, and emotional dimensions of adjustment, as the obtained.
4. The normal boys and Deaf boys; Normal girls and Deaf girls; Deaf boys and Normal girls; Normal boys and Deaf girls and deaf students and normal students did not differ significantly in social type of adjustment.
5. In overall results of study indicated the significant difference between male and female school children in all the dimensions of adjustment except social dimension of adjustment..

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