



## RESEARCH ARTICLE

### SELF-CONCEPT AND STRESS TOLERANCE AMONG HEARING IMPAIRED HIGH SCHOOL STUDENTS

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#### ABSTRACT

To be born without one of the primary senses, i.e. hearing through which a person mediates between the inner needs and the external environment, affects and restricts his whole development as a person and necessitates the acquisition of quite different modes of adjustment from those of a normal person. A student who is deaf or hard of hearing may have difficulty in communicating with peers, developing relationships and friendships and participating in the social inter course, which is so critical to emotional development. Hearing impairment, therefore, should be viewed not only from the larger perspective of their effects on the child's overall adjustment. This study focuses on self concept and stress tolerance of hearing impaired students and tries to find the relation. We develop and maintain our self-concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done. Stress tolerance is the ability to handle emotionally charged situations and to resist burn out demanding environment. Hearing disability impairs not only hearing function but also intellectual, behavioral social and emotional functions, thus effect of handicap penetrates all aspects of the individual growth and development. The education should emphasize the child rather than his handicap and to understand that there is no two worlds, a deaf world and a hearing world but one world in which deaf and hearing people exist and interact on a daily basis.

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## INTRODUCTION

Hearing impaired children have all the intellectual abilities possessed by normal children, but due to their inability to hear and express ideas, as they lag backward in academic performance. Educating hearing impaired is a great challenge especially in the context of 'education for all'. Even the NPE 1986 underlines the fact that despite the enormous expansion of primary education in the post-independent period, the population of the disabled children has not been adequately served as a part of universal primary education. Ensuring equal educational opportunities for the handicapped, the NPE 1980 states "the objectives should be to integrate the physically and mentally handicapped with the general community as equal partners to prepare them for normal growth and confident. Hearing impaired children like all children need and can make good use of a rich learning environment they can learn from doing, can enrich their understanding of the world of things and of people through experimenting making investigating in an environment rich in opportunities with better self- concept and to cope with stress and enabling them to face life with courage and confidence.

## Need and significance of the study

Hearing is a multidimensional continuously scanning the environment for new signals. To be born without one of the primary senses that are hearing, affects his all development as a person necessitates the acquisition of quite different modes of adjustment from those of a normal person. The self of an individual deeply affects adjustment to himself as well as other people of the society. Sensory disabled children have better self-concept than their normal counterparts (Bhargava and Lavina 1981). Myklebust (1964) states that the deaf children possessed low self-concept where as Jones (1984) found that no significant relationship exists between self-concept and hearing impairment. Thus self-concept, Stress Tolerance are the variables which determine the behavior of an individual, which have a great importance in the field of education. A positive self-concept is essential for human life because it is the core of one's personality and base of self-esteem low or negative self-concept leads to anxiety, inability to cope with stress and development of maladjustment, both social as emotional. The level of success in one's life is significantly depends on how he or she manages the stressful situations. Stress is unavoidable in human life. If we fail to cope with stress our self-esteem suffers: We feel incompetent and worthless and it will lead to failure in social adjustment.

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Stress is a greater problem to these children, many studies have been conducted among normal students, but this topic, is least explored area hence it will be useful to study. This study shall have an immense value for the teachers, administrators, and counselors who often help persons with exceptionalities. Thus self-concept, stress tolerance is in need of special consideration with hearing impaired and the investigator felt that the study is needed and it is significant in the contemporary educational practice.

### Statement of the problem

The problem selected for the study includes the Self-concept and Stress tolerance, among hearing impaired high school students. Therefore, the present study is entitled as: "Self – Concept and Stress Tolerance among Hearing Impaired High School Students."

### Operational definitions of key terms

The definitions of the important terms used in the study were as follows:

#### Self –Concept

Self concept is our perception about ourselves (Woolfolk, 2004)

Self –concept is the individuals' way of looking at himself. It also signifies his way of thinking, feeling, and behaving. (Saraswat and Gaur, 1981)

#### Stress Tolerance

The term stress tolerance refers to ability to handle emotionally charged situations and to resist burn out demanding environments (Carson, Butcher, 1998). Stress tolerance is a term very closely associated with effective coping. Coping with stress is learning to tolerate stress.

#### Hearing Impairment

Hearing impairment means people having impairment in hearing that adversely affects the Childs educational performance. His sense of hearing although defective is functional with or without hearing aid. (Bantwas, 2006) Hearing impairment is a defect in the hearing due to hereditary or environmental factors. It reduces child's functional potential as restricts him or her in the performance of activities of normal children.

#### High school students

Students studying in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standard, following Kerala state syllabus

#### Objectives of the study

Following were the objectives formulated for the study.

1. To find out whether there exist any relationship between self- concept and stress tolerance among hearing impaired high school students.

2. To find out whether there exist any difference between male and female hearing impaired high school students in their self –concept.
3. To find out whether there exist any difference between male and female hearing impaired high school students in their stress tolerance.

### HYPOTHESES OF THE STUDY

Following are the hypotheses formulated for the study.

1. There will be significant correlation between self- concept and stress tolerance among hearing impaired high school students.
2. There will be significant difference between male and female hearing impaired high school students in their self- concept
3. There will be significant difference between male and female hearing impaired high school students in their stress tolerance.

### Methodology in brief

**Normative survey method** (sindhu, 1996) was adopted in the study. The details regarding the population, sample, variables, tools, procedure for data collection, and statistical techniques are given below.

**Population:** the population for the investigation consisted of all high school students in Kerala.

**Sample:** sample of the present study consisted of 100 hearing impaired high school students.

**Variables:** the variables of the present study include Self- concept and stress tolerance.

**Tools:** the following standardized tools will be used for the investigation.

Stress tolerance scale prepared by Reshmy, and Sananda Raj (1999). Self –concept scale prepared by Sushama, and Joseph (2009)

Personal information schedule.

#### Procedure for data collection

The investigator visited five selected schools from where the permission was taken in advance Investigator personally administer Self –concept scale and Stress tolerance scale to the hearing impaired students with the help of a trained person. The data collected from the students were analyzed statistically using appropriate statistical techniques and interpreted accordingly.

#### Statistical techniques adopted

The following statistical techniques were used in analyzing the data as per the hypotheses of the study.

- 1) Test of significance of difference between means of large independent sample (t test)
- 2) Karl person's product-moment method of correlation

## Scope of the study

The study was intended to find out self-concept and stress tolerance, among hearing impaired high school students. The investigator hopes that the study will be helpful to teachers and educationalist. It is expected that the findings of the study may also help authorities to plan curricular and co-curricular activities for hearing impaired students and orientation courses for teachers in teaching them, by giving due emphasis to life centered subjects.

## ANALYSIS AND DISCUSSION

### The extent of correlation between the variables self-concept and stress tolerance

**Table 1. Details of correlation between self-concept and stress tolerance**

Variables correlated	N	R	Level of significance	Verbal Interpretation
Self-concept and stress tolerance	100	+0.848	0.01	High correlation

The Table 1 showed that the correlation between the variables on self-concept and stress tolerance of hearing impaired high students was +0.848 which was significant at 0.01 level. This indicated that there existed a significant positive high correlation between the two variables. Therefore the hypothesis 1 is accepted

### Test of tenability of hypothesis 1

The hypothesis 1 stated that 'There will be significant correlation between self- concept and stress tolerance among hearing impaired high school students' was accepted

### 2. Comparison of scores of male and female hearing impaired students in their self-concept

**Table 2. Data and results of t test for comparing male and female hearing impaired students with regard to variable Self-concept**

S.No	Group	N	Mean	S.D	T	Level of Significance
1	Male	50	76.94	10.7		
2	Female	50	76.26	9.13	0.84	Not significant

The comparison of male and female hearing impaired students under study was done by selecting 50 females and 50 males using group matching method for the variable self –concept. The mean score obtained for male hearing impaired students was 76.94 and those obtained by female hearing impaired students was 76.26. The corresponding standard deviations were 10.7 and 9.13 respectively. There is no significant difference male and female hearing impaired students in their self-concept, since the obtained t value 0.84 which was less than the table value (2.36) for df 98 at 0.01 level

### Test of tenability of hypothesis 2

1.The hypothesis 2 stated that 'There will be significant difference between male and female hearing impaired high school students in their self-concept.' Was rejected.

### 3 Comparison of scores of male and female hearing impaired students in their stress tolerance

**Table 3. Data and results of t test for comparing male and female hearing impaired students with regard to variable Stress tolerance**

S.No	Group	N	Mean	S.D	T	Level of Significance
1	Male	50	77.52	11.64		
2	Female	50	74.92	10.56	1.17	Not significant

The comparison of male and female hearing impaired students under study was done by selecting 50 females and 50 males using group matching method for the variable self –concept. The mean score obtained for male hearing impaired students was 77.52 and those obtained by female hearing impaired students was 74.92. The corresponding standard deviations were 11.64 and 10.56 respectively. There is no significant difference male and female hearing impaired students in their stress tolerance, since the obtained t value 1.17 which was less than the table value (2.36) for df 98 at 0.01 level

### Test of tenability of hypothesis 3

The hypothesis 3 stated that 'There will be significant difference between male and female hearing impaired high school students in their stress tolerance.' Was rejected.

## Conclusion

Self-concept and stress tolerance are variables that are very important the point of view of educational psychology and modern practices. The hearing impaired children like all children can make good use of a rich learning environment as they can learn from doing, and can enrich their understanding of the world of things. A positive self concept is very essential for human life because it is the core of one's personality that prepares for the normal growth and development as well as emotional dimensions.

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