

Self concept and study habits of visually impaired and hearing impaired college going students

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ABSTRACT

The present investigation has been carried out by following the objectives to study the self concept and study habits of visually impaired and hearing impaired college going students. The investigators have selected 200 specially abled students (100 visually impaired and other 100 hearing impaired) students from various govt. degree colleges in Kashmir province. The data was collected by using Sagar sharma self concept inventory and Palsane Sharma Study habits inventory by following purposive sampling. The collected data was analyzed by using some statistical techniques. Some of the major findings have been drawn from the present study that there is significant difference between visually impaired and orthopedically challenged college going students on their self concept and study habits.

1. Introduction

The educational panorama in the country of India has endured several transformations over the decade, resulting in better condition of education and healthier educational practices. In 1944 the Central Advisory Board of Education (CABE) drafted a report called the Sargent report on the post-war educational development of the country. As per this report, education is the fundamental right of all children, thus every child should keep in the stream of education for that purpose, report emphasized on education of disabled children should be considered part of our society and need to be a make wide-ranging, expanded, educational provision for all types of disabled children such as physically challenged, mentally retarded, learning disabled. According to the directive principles of Indian constitution, education should be impartial without doing any regional or communal unfairness and should make justice with every child more than ever for all marginalized groups including visually, hearing, and crippled. This would help to promote community participation in education at the basic level and would introduce deep-rooted modifications, leading to the empowerment of learners with special educational needs such as visually, hearing, and crippled.

As it is truth that senses are called gateways of knowledge, the sense of vision has prime importance permitting us to learn more about the adjacent world. The sense of vision is being used in every sphere of life. The majority of people believe that sense of sight is most valued and precious of the five senses, and uncountable people feel threat of visual impairment/blindness as compared to any other disability. The defective vision markedly affects an individual in every walk of life. It has been addressed that visually impaired children are categorized into four major categories viz. partially visually impaired, low vision, legally blind and fully blind. Partially visually impaired children are those children who possess difficulty in seeing and in overall impression and needed special support to learning. The low vision visually

impaired children facing countless serious problems in day to day life; furthermore perception is not possible at normal distance. These Children needed reassuring arrangements to read and see in their surroundings. They may even bitterly learn through the use of Braille. Legally blind children are those children who have vision less than 20/200. It means what the normal eye can see the things at the distance of 200 feet that can be seen legally blind at the distance of 20 feet. These children cannot see things clearly, whether they are near or faraway. They have lost maximum vision so that is why these children have to stand 20 feet from an object to see it as well as someone with perfect vision could from 200 feet away. Thoroughly blind or fully blinds are those who lost complete sense of sight and their eyes are not able to process images, and they are able to learn through artificial sources especially Braille. The Snellen chart is majorly used to major the visual acuity of visually impaired children. A Snellen chart has clinical orientation in order to diagnose the level of complicacy in sense of sight. The visually impaired children can be recognized by various signs and symptoms such as crossed eyes, swollen eye lids, watery eyes, itching, lethargy, headaches, rubbing eyes markedly, blinking frequently and holding substance or books close to the eyes. There are various factors responsible for Visual impairment such as cataracts, infection, myopia, hypermetropia, presbyopia, glaucoma, astigmatism, albinism, diabetic retinopathy etc.

As the sense of sight has given due importance likewise sense of hearing provides us feeling of social security, well-being and participation in social setting and majorly plays a vital role in the development of communication. The hearing mechanism is a multilayered and perform a number of roles: to be able to hear very soft sounds over a wide frequency range as well as with stand the very loud sounds, to distinguish between sounds that vary in pitch and loudness; to be able to locate the direction of arrival of a sound and in the presence of noise, to be able to switch on and off a sound of interest. The human ear is able to perceive simple tones in the range of 20

to 20,000 Hz and also compound signals such as speech and music. These types of signals are used in the calculation of hearing loss. Hearing impairment refers to a defect in or injury to the hearing mechanism. When the injury or defect might occur in various parts of the ear that results hearing loss. The deafness and hard of hearing is based on degree of hearing loss. Generally hearing impaired are those children whose sense of hearing is non-functional for ordinary function of living. These children face difficulty to distinguish sound at all even with improved vocalizations. The various sensory defective subjects included in this class will be those having hearing loss of more than 70 decibels (Graham Bell's Scale) in the better ear (profound) loss of hearing in both ears (ministry of social welfare 1987). The hearing impairment gives birth to various social and psychological problems and hearing defective children are prescribed to use hearing aids in order to overcome the various problems. In persistent hearing loss, the someone can not to discriminate any sounds. There are four major types of sensory hearing defects such as Conductive hearing defect, neural defect, varied hearing defect and innermost hearing defect. In conductive sensory hearing defect the deformity or defect lies in the outer and middle core of ear that by and large affect all frequencies of hearing. This defect can be corrected by providing hearing aid to the person in order to compensate conductive hearing loss. Sensory neural defect is that type of hearing defect in which deformity or aliment lies in the inner part of the ear. Sounds for sensory neural defect are often unclear and hazy, even with a hearing aid. Mixed loss occurs when the defect or aliment lies in all the parts of ear such as outer, middle and inner ear. Central loss results from damage to the central nervous system. These children are identified by means of various symptoms such as, regular pain in the ears, discharge from the ear, scratching the ear repeatedly, turning the head frequently towards the speaker and restlessness and agitation. There are four major levels by which we can detect hearing loss such as mild, moderate, severe and profound. Mild hearing loss is that in which the nearly all sounds that people can hear with their better ear are between 25 and 40 dB. People who possess mild hearing loss have some difficulties keeping up with conversations, especially in noisy surroundings. Moderate hearing loss is that in which a usual sounds heard by people with their better ear are between 40/70 dB. Individuals experience from restrained hearing defect has difficulty keeping up with conversations when not using a hearing aid. Severe hearing loss is that an average sounds heard by people with their better ear are between 70 /95 dB. People who suffer from severe hearing loss will benefit from powerful hearing aids, but often they rely a great deal on lip-reading even when they are using hearing aids. Some also use sign language. In profound hearing loss the most quiet sounds heard by people with their better ear are from 94 dB and additional. The individuals undergo as of deep hearing defect are exceptionally hard of hearing and naturally learn through lip-reading, and sign verbal communication. As such Rehabilitation Council of India Act (1992), has defined, hearing handicapped person is one who has the hearing loss of 70 dB. and more, in better ear or whole hearing loss in mutually both ears. The legal definition of "hearing impairment" in India as per the Persons with Disability Act PWD (1995) – "a hearing disabled person is one who has the hearing loss of 60 decibels

or more in the better ear for conversational variety of frequencies".

2. Objectives of the study

The following objectives have been formulated by the investigators for the present study.

1. To find out visually impaired and hearing impaired college going students in Kashmir province.
2. To study self concept and study habits of visually impaired and hearing impaired college going students.
3. To compare visually impaired and hearing impaired college going students on their self concepts.
4. To compare visually impaired and hearing impaired college going students on their study habits.
5. To find out coefficient of correlation between self concept and study habits of visually impaired and hearing impaired college going students.

3. Hypotheses

For the present study the investigators have formulated following null hypotheses:

1. There is no significant mean difference between visually impaired and hearing impaired college going students on their self concept.
2. There is no significant mean difference between visually impaired and hearing impaired college going students on their study habits.
3. There is significant and negative correlation between self concept and study habits of visually impaired and hearing impaired college going students.

4. Methods and procedure

Any piece of research is incomplete without a proper plan of action. A research is designed to enable the researcher to arrive at a valid, objective and accurate solution of the given problem as possible. Research design is thus, a detailed plan of how the goals of research will be achieved.

- **Sample:** The sample for the present study was consisted of 200 specially abled students viz. (100 visually impaired, 100 hearing impaired who sought admission under physically challenged category in various Govt. degree colleges under different course. The students shall be in the age range of 19-23 years and shall be selected by following purposive sampling.

5. Tool used

For the present investigation following tolls have been selected for the data collection.

1. Self concept Inventory by Sagar and Sharma.
2. Study habits inventory by Plasane and Sharma

6. Statistical treatment.

The collected data has been analyzed and interpreted by using following statistical techniques.

Mean, S.D, t-value and coefficient of correlation by product moment method.

7. Analysis and interpretation of data

In order to test the hypotheses formulated for the present study, the data collated through the administration of the

selected tool was statistically analyzed by employing t-test. As a result of this the visually impaired and hearing impaired students were compared on personality adjustment and self concept.

Table 1.1: Showing the mean comparison between visually impaired and Hearing Impaired on their Self Concept

	Group	N	Mean	Std. Deviation	t value	Level of Sig.
Self concept	Visual Impaired	100	167.70	22.955	0.258	Insignificant
	Hearing Impaired	100	166.88	21.955		

Table 1.1: shows the mean comparison of visually impaired and hearing impaired college going students on self concept. While comparing both visually impaired and hearing impaired college going students on self concept the results of the table reveal that calculated t-value which is (.0258) does not exceeds the tabulated t-value at .05 level. The result of the table reveal that both visually impaired and hearing impaired college going students shows poor self concept and same perception of their appearances, abilities and disabilities, values and aspirations. Further they show poor response towards positive attitude, dealings and self involvement in any activities and knowledge towards their achievements. Visually impaired and hearing impaired students show similar response

towards their self concept followed by that they are coward, wicked, wavering, bluffer, harmful and hostile. The result seems to be justified on the grounds that visually impaired students have visual acuity problem which hinders them to observe and perceive the situation clearly and are more dependable on others while as hearing impaired students fail to make the contacts with other easily because of their hearing problems due to which they are not understanding the communication easily and are dependent on others which makes them covered, wavering, bluffer and hostile. rly and are more dependable on other which makes them covered, wavering, bluffer and hostile.

Table 1.2: Showing the mean comparison between visually impaired and Hearing Impaired on various dimensions of Study Habits

Dimension	Group	N	Mean	Std. Deviation	t value	Level of Sig.
Budgeting time	Visual Impaired	100	6.30	2.234	0.593	Insignificant
	Hearing Impaired	100	6.10	2.564		
Physical condition	Visual Impaired	100	4.20	3.113	0.737	Insignificant
	Hearing Impaired	100	3.90	2.658		
Reading abilities	Visual Impaired	100	5.15	3.987	0.684	Insignificant
	Hearing Impaired	100	4.80	3.234		
Note taking	Visual Impaired	100	2.10	2.223	0.657	Insignificant
	Hearing Impaired	100	1.90	2.101		
Learning motivation	Visual Impaired	100	5.10	3.457	0.726	Insignificant
	Hearing Impaired	100	4.75	2.563		
Memory	Visual Impaired	100	4.40	3.965	1.010	Insignificant
	Hearing Impaired	100	3.90	2.987		
Taking Exam	Visual Impaired	100	7.25	4.324	0.756	Insignificant
	Hearing Impaired	100	6.80	4.112		
Health	Visual Impaired	100	2.10	2.212	0.330	Insignificant
	Hearing Impaired	100	2.00	2.110		

Table 1.2: Showing the mean comparison of visually impaired and hearing impaired college going students on various dimensions of study habits. The table depicts that there is no significant mean difference between visually impaired and hearing impaired college going students on various dimensions of study habits viz. budgeting timing, physical conditions, reading ability, note taking, learning motivation, memory, taking examinations and health dimensions of study habits. The mean difference fails to reach any level of significance which

indicates that both visually impaired and hearing impaired college going students show similar type and poor responses to their study habits. The results throw light on that both visually impaired and hearing impaired students show similar response towards time management and fails to manages the time properly for studying books at particular time in a day. Both visually impaired and hearing impaired shows same response to the physical conditions and are gets disturbed by the surroundings at the time of study and fail to read the

material carefully and are not interested to read and write in well established and bright rooms. So far as the reading abilities are concerned both visually impaired and hearing impaired students show similar response and fail to read the lesson carefully and to check the mistakes done by them, neither taking down the notes in a class room nor compares with note books at home and considering print materials for learning in a suitable manner, similar type of motivation to study the material in groups with the help of other students,

identical type of memory to recapitulate and retention, shows similar response in taking examinations and feel tense at the time of examinations. Both visually impaired and hearing impaired students show same response in considering printed notes and text books for exams and manage the time allotted for exams. Both visually impaired and hearing impaired college going students show similar response for suitable conditions of health such as light, temperature, noise, seating arrangements.

Table 1.3. showing the mean comparison of visually impaired and hearing impaired college going students on composite score of study habits.

Study Habits	Group	N	Mean	Std. Deviation	t-value	Level of significance
Composite Score	Visual Impaired	100	34.60	7.897	0.414	Insignificant
	Hearing Impaired	100	34.15	7.456		

Table 1.3 shows the mean comparison of visually impaired and hearing impaired college going students on composite score of study habits. The results of the table reveal that the mean difference fails to reach any level of significance which depicts that both visually impaired and hearing impaired college going students shows similar type and poor study habits. Since there is no significant mean difference between two groups of students therefore no conclusion can be drawn from the present interpretation. The results seems to be justified on the grounds that both visually impaired and hearing

impaired college going students are suffering from disability which directly affects their study habits. Visually impaired students have low vision and their visual acuity hinders them to read and study the material properly. Most of the times they are dependent on others which develops in them disinterest and discouragement. Whereas hearing impaired students have listening problems and they fail to understand the communication clearly and making contacts with others which puts them most of the times in perplex and impedes their study habits.

Table: 1.4. Showing the correlation coefficient between Self Concept and Study Habits among specially abled students

Self concept	Study Habits	
	Budgeting time	.144*
	Physical condition.	.155*
	Reading abilities.	.140*
	Note taking.	.156*
	Learning motivation.	.143*
	Memory.	.132*
	Taking Exams.	.138*
	Health.	.134*
	Composite score.	.142*

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The table 4.40 shows the coefficient of correlation between self concept and various components of study habits of specially abled college going students. The table reflects that self concept is positively correlated with all the components of study habits. The coefficient of correlation between self concept and various components of study habits such as :

- i) Self concept and Budgeting time dimension is (.144) positive and significant at .05 level ,
- ii) Self concept and Physical conditions component is (.155) positive and significant at .05 level ,
- iii) Self concept and Reading abilities components is (.140) positive and significant at .05 level,
- iv) Self concept and Note taking component is (.156) positive and significant .05 level,

- v) Self concept and Learning Motivation is (.143) positive and significant at .05 level.
- vi) Self concept and Memory component is (.132) positive but insignificant,
- vii) Self concept and taking exams (.138) positive but insignificant,
- viii) Self concept and Health component is (.134) positive but insignificant.
- ix) Self concept and on composite score of study habits is (.142) positive and significant at .05 level.

The table 1.4 shows the coefficient of correlation of self concept with budgeting time dimension, Physical conditions dimension, reading ability dimension, note taking dimensions, learning motivation dimensions, memory dimension, taking

exams dimension and health dimension of study habits of specially abled college going students. The table reveals that self concept is positively correlated with all the dimensions of study habits which is significant at .05 level. Results of the table reveal that specially abled college going students showed poor response toward their self concept and all the dimensions of the study habits. Table further reveals that while comparing self concept of specially abled students with composite score of study habits positive and significant correlation was found at .05 level. Both self concept and study habits of specially abled college going students go together in a same direction. Lower is the self concept poor will be the study habits. The results can be justified on the grounds that specially abled students having various disabilities like visually impairment, hearing impairment and other locomotive problems which hinder them to develop a positive and good self concept and consequently effects their study habits.

1. It has been found that no significant mean difference was found between visually impaired and hearing impaired students on their self concept. Both visually impaired and hearing impaired students show similar

response towards their own self and are less confident, less submissive, undisciplined, disappointed, and unaffectionate, unsocial, undetermined and un reasonable and holds negative view about their self and are coward, dependent, hostile, disobedient and unimaginative.

2. It has been found that there is no significant mean difference between visually impaired and hearing impaired students on various dimensions of study habits as well as on composite score. Both the categories of students show insufficient and identical type of response towards time management, good physical conditions, reading abilities, consultation of notes and books, motivation towards learning, memory for recapitulation and retention, awareness and preparations for examination and good health and hygiene.
3. It was found that self concept and study habits of specially abled college going students show significant and positive relationship with each other which indicates that self concept and study habits go together and are positively correlated with each other.

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