ADJUSTMENT PROBLEM OF SPEECH AND HEARING IMPAIRED CHILDREN IN RELATION TO THEIR GENERAL WELL – BEING

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ABSTRACT

Adjustment is generally explained in terms of conformity to the environmental demands. Adjustment demands a satisfying contract with the other members of his group. The main objective of the study is to understand the nature of relationship between speech and hearing impaired children’s adjustment problem and their general well being. A total of 250 children were selected from the special schools located in Cuddalore district at random. The method employed to select the sample was simple random sampling technique. To collect data, two standardized and revalidated psychological tools namely Mooney problem checklist and general health questionnaire were used. Results showed that there is positive and significant correlation between speech and hearing impaired children adjustment problems and their general well being.

I. INTRODUCTION

Adjustment is the process of meeting life’s problems. A is stated by Combs and Snygg (1959) that an adjusted person has essentially a positive attitude towards self and others. The person, according to them, has feelings of dignity and integrity worth and self actualization. Adjustment is the behaviour according to Spencer and Jeffry (1992), that permits to meet the demands of the environment. As an attempt to meet the demands of the environment, individuals either try to change the environments or change their own attitude. This is achieved by individuals only when they possess a preferable environment.

General well – being refers to how people experience the quality of their lives and includes both emotional reactions and cognitive judgements. Frend (1958) states that happiness is a combination of life satisfaction and the relative frequency of positive and negative effect. General well – being hence encompasses moods and emotions as well as evaluations of one’s satisfaction with general and specific areas of one’s life. In personal adjustment an individual’s subconscious mind plays a vital role. There are a very few persons who have an insight of their objectives and adjustment. Psychologist say that those who do not get adjusted properly fail to understand their life generally. Psychologist have assembled a long lists of personality traits and adjustment variables. While looking back the historical developments of adjustment, Sawrey and Telford (1971) have conceptualized adjustment in terms of six dimensions namely selective awareness, tolerance, autonomy, personal integration, self – esteem and self realization. Dutt (1987) says there are four main aspects of adjustment with which people are concerned. They are physical, psychological, social and moral. The process of adjustment is the characteristic of life and development of all the individuals. The present study is designed to understand the association between speech and hearing impaired children’s adjustment problems and their subjective well – being.

II. OBJECTIVE OF THE STUDY

- To understand the nature of relationship between speech and hearing impaired children’s adjustment problems and their general well – being.
- To see the influence of speech and hearing impaired children’s parents education.
- To see the influence of speech and hearing impaired children’s present life condition on their adjustment.
III. HYPOTHESES

- There is no relationship between speech and hearing impaired children’s adjustment problems and their general well being
- Education of speech and hearing impaired children’s parents does not influence their adjustment problems.
- Speech and hearing impaired children’s present life condition does not influence their adjustment problems.

IV. METHODOLOGY

The method employed in the study is the normative survey method. A total of 250 speech and hearing impaired children studying in various special schools of Cuddalore district represent the sample. These children were selected based on simple random sampling techniques. Two standardized and revalidated psychological tools namely Mooney problem checklist and General health questionnaire were used to collect data. The dependent variable is adjustment problems and the independent variables are general well-being, parents education and present life conditions.

V. RESULTS

Table 1: Shows the relationship between adjustment problems and general well-being.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>r</th>
<th>t</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment</td>
<td>250</td>
<td>0.86</td>
<td>15.32</td>
<td>0.01</td>
</tr>
<tr>
<td>General well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Co-efficient of correlation between speech and hearing impaired children’s adjustment problems and general well-being is 0.86 and the corresponding t-value is 15.32 which is statistically significant. This indicates that speech and hearing impaired children’s adjustment depends upon their general well-being. Speech and hearing impaired children who expressed that their general well-being is good are better in their adjustment.

Table 2: Shows difference in the adjustments of speech and hearing impaired children based on their fathers and mothers education.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educated fathers</td>
<td>112</td>
<td>68.35</td>
<td>10.41</td>
<td>0.92</td>
<td>Not Significance</td>
</tr>
<tr>
<td>Illiterate fathers</td>
<td>138</td>
<td>68.05</td>
<td>9.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educated mothers</td>
<td>94</td>
<td>62.65</td>
<td>11.09</td>
<td>6.17</td>
<td>0.01</td>
</tr>
<tr>
<td>Illiterate mothers</td>
<td>156</td>
<td>73.21</td>
<td>10.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 indicates difference in the adjustments of speech and hearing impaired children. Speech and hearing impaired children of educated fathers and illiterate fathers do not differ in their adjustment problems (t=0.92). Whereas speech and hearing impaired children of educated mothers and illiterate mothers do differ in their adjustment problems (t=6.17). Speech and hearing impaired children of educated mothers better adjusted than the other groups.

Table 3 Shows difference in the adjustments of speech and hearing impaired children based on their present life conditions.

<table>
<thead>
<tr>
<th>Present life condition</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>163</td>
<td>61.73</td>
<td>10.34</td>
<td>5.74</td>
<td>0.01</td>
</tr>
<tr>
<td>Poor</td>
<td>87</td>
<td>72.64</td>
<td>11.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 Shows difference in the adjustments of speech and hearing impaired children. Speech and hearing impaired children who felt that their present life condition is good are better in their adjustment than those who expressed that their present life condition is poor.

VI. CONCLUSIONS
• There is a significant relationship between speech and hearing impaired children’s adjustment problems and general well-being.
• Fathers’ education does not influence speech and hearing impaired children’s adjustment problems.
• Mothers’ education has influenced speech and hearing impaired children’s adjustment problems.
• Speech and hearing impaired children present life condition has influenced their adjustment.

REFERENCES