

# International Journal of Technology, Management & Humanities (IJTMH)



[www.ijtmh.com](http://www.ijtmh.com)  
ISSN (e) : 2454—566X

Volume - 2, Issue - 1  
June - 2016

*International Journal of Technology, Management and Humanities (IJTMH)* refereed e-journal form in English.

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**e-ISSN : 2454-566X**  
**Volume 2, Issue – 1**  
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# **A Comparative Study of Adjustment Problems Among Deaf Adolescent Boys Studying in Special and Inclusive Schools of Varanasi District, Uttar Pradesh**

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**Abstract :** *Each and every individual is different from others but being a human gradually they may able to adjust in some matter. It has been observed that the deaf children show some adjustment problems socially, educationally and emotionally. To verify the genuine adjustment problems researcher has conducted the study on 40 deaf children in which 20 from special and 20 from inclusive setting. The researcher used “Adjustment Inventory for School Students” for the study. Data was collected through simple random method and percentage, mean, standard deviation and t- test was used to analyze the data. The finding of the study shows that the deaf adolescent students in both special and inclusive school are quite adjusted but there is no major difference found between the overall adjustment in special and inclusive school except emotional adjustment. It means that special schools were providing better environment for their emotional development. Something is lacking in our inclusive school. May be there is less peer inclusion of deaf boys with the hearing peers. But social, educational and overall adjustment, both type of school providing suitable environment for their proper adjustment in school. Some other factors may be considered like lack of emotional support by the general teachers in school or insecurity to counterparts in inclusive school. The successful inclusion of students with significant disabilities in schools and classrooms, it is clear, is never independent of the institutional context.*

**Key Words :** *Adjustment problems, deaf adolescent, inclusive school and special school*

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## **1. Introduction**

The Human being can adapt themselves according to their environment and can also change their surroundings to suit them. The word “adjustment” means in common idiom, making oneself fit the demands of the external world. Unlike birds and animals, they do not go in hibernation or for migration when they find their habitats unviable. They modify or alter or adapt themselves or their environment according or sometimes do both. The biological concept of adaptation underlies this term, which, when applied in psychology, indicates one's struggle to get along or survive in his social and physical environment. It consists of two kinds of processes—fitting oneself into given circumstances and changing the circumstances to fit one's needs.

Adjustment can be understood both as an achievement and as a process. All through our lives we strive to accommodate or adjust ourselves to various situations and accomplish it either badly or adequately. But when we ask how do we adjust under different circumstances or what influences this adjustment—then we are only trying to understand the process of adjustment. In the same situation, two persons take recourse to different adjustive processes, which proves that there must be some personality element making them react differently. In order to understand individual differences in the adjustive process, we have to turn to differences in biological make-

up and in the life history of the person because these are basic formation of personality traits which, in turn, shape the individual's reaction. So, it may be said that adjustment and personality are inextricable bound together.

## **2. Deaf Adolescent and Their Problem**

Observation of experiences with individuals during the teen period reveals that there is fairly distinct time during which the individual cannot be treated as a child, and actually resent such treatment. During this transition from childhood to adulthood, therefore, the subject is referred to as an adolescent. The individual during this period of life remains confused as he is neither considered a man by society and nor consider himself as a child. This concern may be seen in the descriptive label given to this period of life as "storm and stress". The major tasks of this period are

1. Achieving an appropriate dependence- independence position,
2. Achieving an appropriate affection pattern
3. Achieving a sense of belonging,
4. Achieving language and communication skills,
5. Developing intellectual skills and concepts,
6. Working for economic independence,
7. Developing conscience, morality, and a set of values.

## **3. Basic Effect of Deafness.**

Hearing is the major mode of acquiring about information about people, places and process. Since deafness relates to the sensory deficits of hearing, the experience of the deaf individuals are very limited. As an effect, deafness imposes many limitation and restriction on an individual. Berthold Lowenfeld (1948) has identified major restrictions and views them as "the basis objective effects of deafness" which affects adversely speech, language and communication as well as the cognitive development of the child.

## **4. Social Adjustment**

The quality and characteristic of the social interaction between a deaf and a hearing person are determined by the capacities and attitudes of each. Hearing impaired person has a tendency to be more frequently socially isolated or to have feeling of isolation and detachment (Mittal, 1988). He is not always able to choose his companion for conversation, often needing to wait to be spoken to first.

## **5. Factor Influencing Adjustment of Hearing Impaired**

The dynamics which impels one to adjust is necessity. But deaf persons vary in their responses to this demand of necessity due to various factors, such as-

- Degree and type of residual hearing
- Age of onset of deafness.
- Setting rural and urban areas.
- Family background

## 6. Inclusive School

As Jomtien highlighted, there are many vulnerable groups who are excluded from education, and inclusion is essentially about creating a system to accommodate all. However, for historical and other reasons, the inclusion of disabled people has presented particular challenges and opportunities for mainstream educational policy and practice. The more disability-specific documents following Jomtien further clarify what disabled people's right to education means in practice. The Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) consists of rules governing all aspects of disabled person's rights. Rule 6 focuses on education and agrees with Jomtien that disabled persons should be educated as an integral part of the mainstream, and that States should have responsibility for disabled persons' education. Normalization movement manifested itself in an increasing trend towards integrated and mainstreaming. (Jangira, 1987).

## 7. Special Schools

Special schools concept is the earliest one implemented in India. The attitude changes to the services for disabled person in India were not too different from those existed internationally. As a matter of fact, the educational community did not realize that disabled children could be educated. But the inception of special schools for different disabilities proved them to be wrong. In a special school setting only the disabled students resides and learns. Music, recreation activities, and pre- vocational skills are taught to the children in special schools in addition to curricular skills. Adapted physical educational is also emphasized in special school provide 24 hours custodial care to the children with disabilities in a protective environment.

## 8. Statement of The Problem

*“A Comparative Study of Adjustment Problems Among Deaf Adolescent Boys Studying in Special And Inclusive Schools of Varanasi District, Uttar Pradesh.”*

### 8.1.Operational Definition

- 8.1.1. Adjustment:** Adjustment is defined in terms of the individual as that relationship to his/her environment, which is necessary for him/her in order to live comfortably and without tension, strain and conflict.
- 8.1.2. Deaf:** The term used to describe the inability to hear normal speech patterns and general sounds within the environment.
- 8.1.3. Adolescence:** Adolescence is the one of the stage of the development. Age of 13 to 19 denote the period of adolescence for boys. Adolescence is the period of transition from childhood to adulthood caused by physical and sexual development primarily.
- 8.1.4. Special School:** Special schools are a different type of school setting where the only disabled person reside and learn. Special schools provide complete education and rehabilitation for the disabled children.
- 8.1.5. Inclusive School:** Inclusive School is a common school setting, refers to the measures taken to provide educational resources within the regular educational system, for those children who need them (disabled). Inclusive schools are those

regular schools that enroll children with special needs, in this context visually impaired children.

**8.1.6. Social Adjustment:** Social adjustment is changes in habitual conduct and behaviour which an individual must make in order to fit into the community in which he/she lives.

## 9. Objectives of the Study

**9.1.** To study the social adjustment of adolescent hearing impaired boys studying in special school.

**9.2.** To study the social adjustment of adolescent hearing impaired boys studying in inclusive school.

**9.3.** To compare the adjustment behaviour of adolescent hearing impaired boys studying in special and inclusive school.

## 10. Data Collection:

Data collection was done by personal visit to Integrated and Exclusive schools. First of all, the investigator made contact to principal of the school and took permission for data collection and then proceeded for further progress.

## 11. Data Analysis and Interpretation

In Qualitative Analysis percentage and pie chart were used to show the social adjustment of deaf adolescent boys in inclusive and special school. A total Mean, Standard Deviation and t- test was also used for the study.

### 11.1. Social Adjustment In of Deaf Subjects, Studying in Special and Inclusive School, in Term of Categories of Performances

Table- 1

Area	Category	Description	Range of Scores	Special School	Inclusive School
Social	A	Excellent	1& below		2
	B	Good	2-4	6	6
	C	Average	5-7	13	7
	D	Unsatisfactory	8-10	1	5
	E	Very Unsatisfactory	11 and above		
				<b>20</b>	<b>20</b>

**Table-2**

**11.2. Percentage of Children Showing Social Adjustment In Special School**

S.no.	Level of Social Adjustment	No. of Children	% of cases
1	Excellent	0	0%
2	Good	6	30%
3	Average	13	65%
4	Unsatisfactory	1	5%

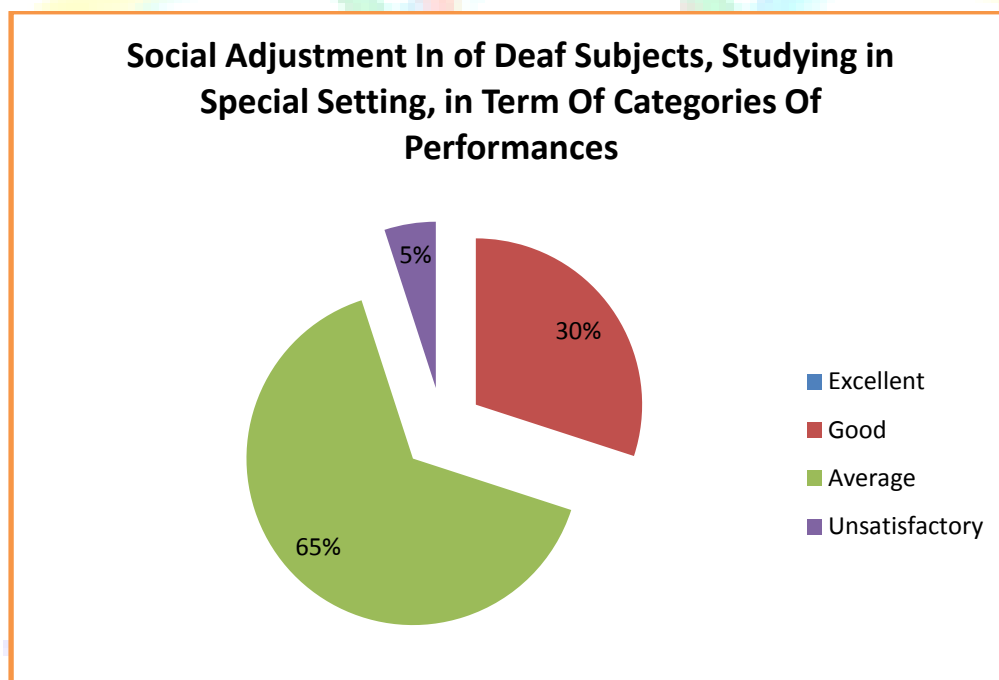
**Table-3**

**11.3. Percentage of Children Showing Social Adjustment In Inclusive School**

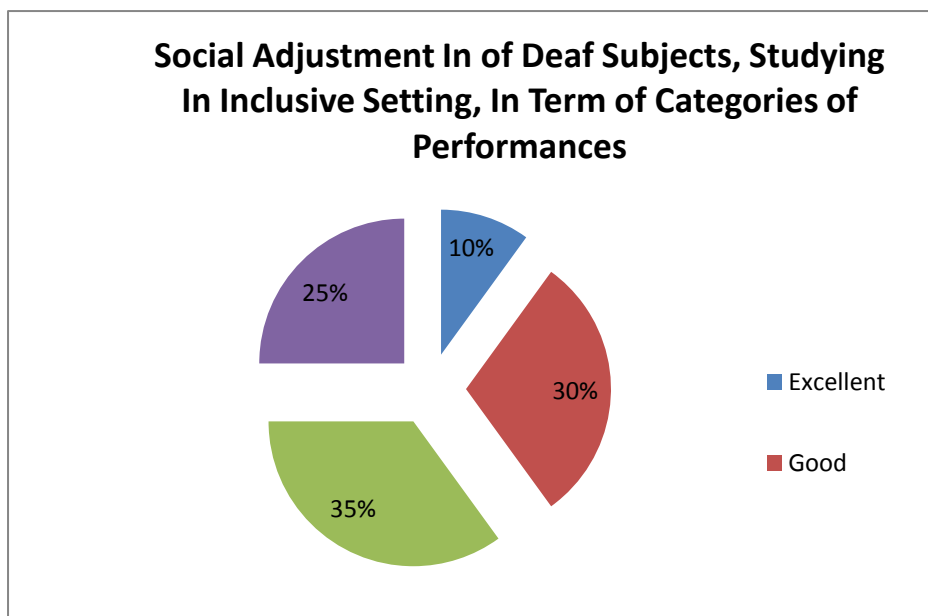
S.no.	Level of Social Adjustment	No. of Children	% of cases
1	Excellent	2	10%
2	Good	6	30%
3	Average	7	35%
4	Unsatisfactory	5	25%

**11.4. Social Adjustment of Deaf Adolescent Boys Was Found Average in Special and Inclusive School**

**Chart 1**



**Chart 2**



From both the pie chart it is evident that in special and inclusive school level of social adjustment is better in special school.

Two subjects were showing excellent level of adjustment in inclusive school but no subject showing excellent level of adjustment in special school. Unsatisfactory level of adjustment is more in Inclusive school than special school.

**11.5. Overall Adjustment of Deaf Boys Studying in Special & Inclusive School in Terms of Categories of Performance.**

**Table- 4**

Category	Description	Range of Scores	Special School	Inclusive School
A	Excellent	5 and Below	3	4
B	Good	6-12	15	13
C	Average	13-21	2	3
D	Unsatisfactory	22-30		
E	Very Unsatisfactory	31 and Above		

**Table-5**

**11.6. Percentage of Children Showing Overall Adjustment In Special School**

S. No.	Level of Educational Adjustment	No. of Children	% of cases
1	Excellent	3	15%
2	Good	15	75%
3	Average	2	10%
4	Unsatisfactory		

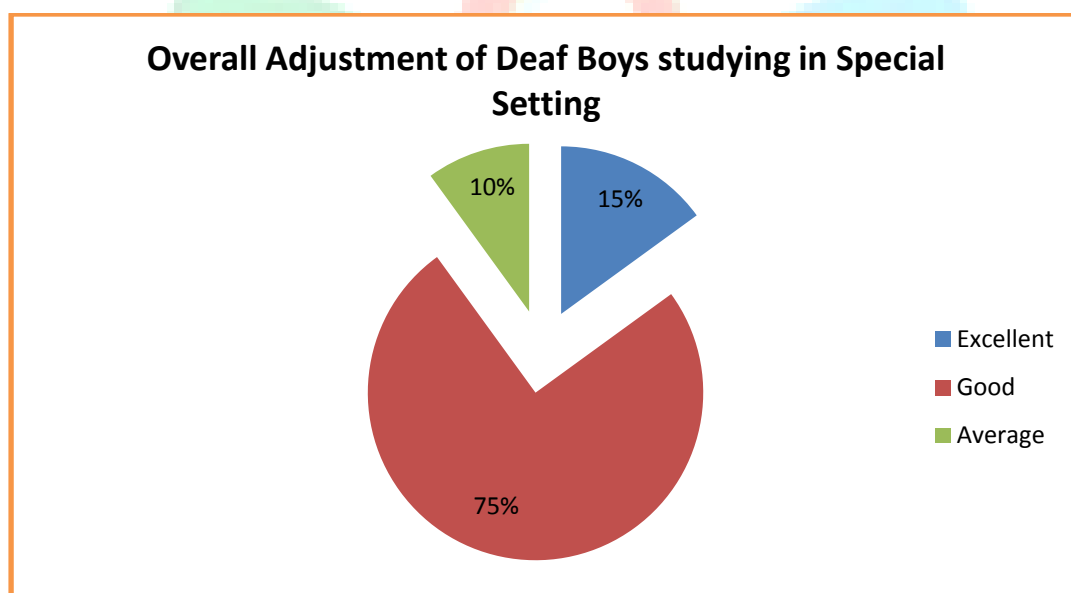


**Table-6**  
**11.7. Percentage of Children Showing Overall Adjustment in Inclusive School**

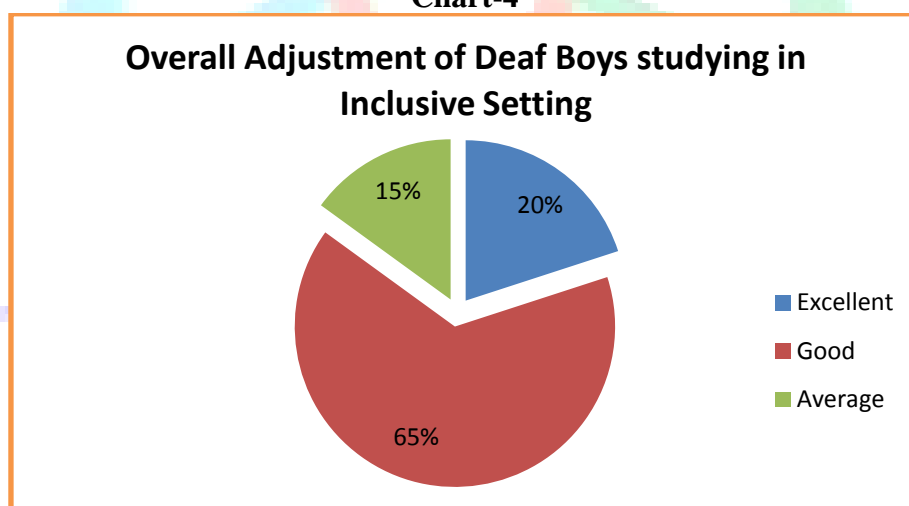
S.No.	Level of Educational Adjustment	No. of Children	% of cases
1	Excellent	4	20%
2	Good	13	65%
3	Average	3	15%
4	Unsatisfactory		

Overall Adjustment of Deaf adolescent boys was found good in both type inclusive and special school.

**Chart-3**



**Chart-4**



From the Both pie chart it is evident that both type of school level of adjustment is good in majority of the cases. A single subject was not found unsatisfactory or very unsatisfactory level of adjustment on both type of school.

### **11.8. Social Adjustment of Deaf Boys studying Special and Inclusive School.**

This section of the analysis shows the social adjustment of deaf adolescent students in special school and inclusive school.

**Table-7**

	<b>Mean</b>	<b>SD</b>	<b>T value</b>
<b>Special School</b>	4.85	2.37	1.77
<b>Inclusive School</b>	3.6	2.09	Not significant at .01 & .05 level.

From the above table it could be interpreted that mean value for social adjustment of deaf adolescent boys in special and inclusive school shows slight differences. High score depicts low level of adjustment whereas low value shows adjustment. In this light we observed social adjustment show no difference of deaf boys on special and inclusive school.

T value as obtained clearly show that both the groups are not differed significantly on social adjustment as the difference is not found at .01 and .05 level.

### **11.9. Overall Adjustment of Deaf Boys Studying in Special and Inclusive School**

This section of the analysis shows the total adjustment of deaf adolescent students in special school and inclusive school.

**Table 8**

	<b>Mean</b>	<b>SD</b>	<b>T value</b>
<b>Special School</b>	9.05	3.66	.91
<b>inclusive School</b>	8.95	3.22	Not significant at .01 and .05 level

From the above table it could be interpreted that mean value for overall adjustment of deaf adolescent boys in special and inclusive school shows slight differences. High score depicts low level of adjustment whereas low value shows adjustment. In this light we observed overall adjustment show no difference of deaf boys on special and inclusive school.

T value as obtained clearly show that both the groups is not differed significantly on total adjustment as the difference is not found at .01 and .05 level. No any significance difference was found in inclusive and special school.

## **12. Result, Conclusion, Discussion, Recommendation and Suggestion**

### **12.1. Result**

The objectives of the present study were to compare the level of adjustment of deaf adolescent Boys studying in Special and inclusive education settings. The method employed the size of the sample and other relevant procedural issues have been presented. The major finding that were obtained after analysis were-

- Social adjustment of deaf adolescent boys in both the setting was same.
- Social adjustment of deaf adolescent boys was found average in both type special and inclusive school.
- Overall adjustment of deaf adolescent boys was found good in both special and inclusive school.

## **12.2. Conclusion**

It may be concluded that deaf adolescent students in both special and inclusive school are quite adjusted. They are not showing poor adjustment in both special and inclusive school. It seems that they are not very well adjusted but there is no major difference found between the overall adjustment in special and inclusive school except emotional adjustment. The successful inclusion of students with significant disabilities in schools and classrooms, it is clear, is never independent of the institutional context. What is rarely addressed is the extent to which the structures within secondary schools constrain many students, such as students from immigrant families and ethnic minority groups, as well as students with significant disabilities.

## **12.3. Discussion**

On the basis of principal finding, some points are discussed here.

- 12.3.1.** For the Social adjustment family background, parent- child relationship, parental attitude are some factors which are very important.
- 12.3.2.** The family plays a very important role in shaping child's personality because it is the first social environment that a child gets in his life.
- 12.3.3.** It has been proved that the adjustment problems of each individual's member in the family are usually related to inter dependencies with other members.
- 12.3.4.** This is further aggravated by uncaring, unprotecting and restricting attitudes of the parents.
- 12.3.5.** In his study Schindels (1974) found no difference in Social Adjustment between the residential and inclusive school deaf samples or between deaf group and the hearing group.
- 12.3.6.** As stated above, in the area of overall adjustment there is no significant difference found between Deaf boys studying in special and inclusive setting.

## **12.4. Recommendations**

To confirm the finding of the present study and to shed clearer light on various characteristics of Social adjustment of deaf adolescents studying in different Educational settings, it is recommended that

- 12.4.1.** A well planned study based on case histories of a group of deaf adolescent be carried out so as to understand their adjustment problems.
- 12.4.2.** A study using questionnaire technique and observation method as well as techniques be carried out to have an in-depth insight of adjustment model of Deaf adolescents. So that appropriate and adequate modification in their Educational programmes could be planned and implemented.
- 12.4.3.** A study of the attitude of Hearing handicapped towards their disabling conditions also needs to be undertaken. This will help in developing and understanding their adjustment problems.
- 12.4.4.** Studies also need to be conducted so as to know where the hearing handicapped boys and girls have better adjustment in inclusive or special setting.
- 12.4.5.** Studies also need to be conducted so as to know who better adjusted in special school compared to deaf boys adolescent or deaf girls adolescents.

### 13. Delimitation of The Study

- 13.1. The study is limited to small number of hearing handicapped students in special schools.
- 13.2. The study is limited to small number of hearing handicapped students in inclusive schools.
- 13.3. The study is limited to the small number of deaf adolescent boys studying in special and inclusive setting.
- 13.4. The study covers the hearing impaired children the Varanasi District, Uttar Pradesh only.

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