



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2018; 4(9): 302-306
www.allresearchjournal.com
Received: 23-07-2018
Accepted: 27-08-2018

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Study on self-concept of deaf/hard-of-hearing and hearing students

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Abstract

Academic achievement is a performance outcome that depicts the degree to which a student or teacher has accomplished certain specific goals that were the focus of activities in instructional environments, most notably in educational institutions such as schools, colleges, and universities. Academic achievement measures the extent to which a student or teacher has accomplished certain specific goals. School systems primarily define cognitive goals that either apply across multiple subject areas (for example, critical thinking) or include the understanding in a specific intellectual domain (for example, literacy, science, history, or numeracy) and acquisition of knowledge. These cognitive goals can either apply across multiple subject areas (for example, critical thinking), or they can include both. Therefore, academic success need to be seen as a multidimensional variable that encompasses several fields of education.

Keywords: Self - concept, deaf / hard – Of - hearing, hearing students

Introduction

Overview of psychosocial development, wellbeing and quality of life

The psychosocial series was developed by Erik Erikson in partnership with Joan Erikson. It is a comprehensive psychoanalytic theory that classifies into an eight phases, and it should pass through all individuals from infancy to late adulthood. Joan Erikson was Erik Erikson's wife. At each and every level, the individual will face new problems, which, with any luck, they will be able to overcome. Each stage of the process is dependent on the prior phases being finished successfully. It is reasonable to anticipate that the difficulties associated with stages that were not completely completed may surface again in the future as issues.

Psycho-social impacts of hearing impaired

Children Hearing is widely acknowledged to have an essential role in the development of speech and language, as well as in communication and education. When hearing loss strikes a kid at an early age in their life, the consequences for the child's growth and development are more severe. In a similar vein, the severity of the overall effect is mitigated by the rapidity with which the problem is recognised and action is taken.

Emotional intelligence of hearing-impaired children

Emotional intelligence has emerged as one of the most critical factors to consider when determining the quality of a person's life. The individual's level of emotional intelligence, as opposed to their overall intellect, which is only a good predictor for the individual's level of success in their academic endeavours, is a good indicator of the individual's level of success in their practical life. Goleman (2017) ^[15] acknowledged the significance of emotional intelligence and asserted that it is more significant than intellectual intelligence for an individual's achievement in life. He operates under the assumption that emotional intelligence can be beneficial to certain aspects of an individual's life, including a reduction in aggressive behaviour, improved decision-making, increased educational attainment, and other characteristics that contribute to success in an individual's life. Previous studies have shown that those who have a high emotional intelligence are better able to find a solution to a problem. Pupils, particularly students who are considered to be at risk, might benefit greatly

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from developing their emotional intelligence in order to improve their academic performance. The inability to listen is frequently accompanied with difficulty in communication, and this can be conducive to challenges in terms of emotional, social, academic, and behavioural issues for kids who have hearing impairments.

Objectives of the study

1. To study on Self-Concept Of Deaf / Hard - Of - Hearing And Hearing Students
2. To study on TPACK and Special Education (Hearing Impairment)

Academic and intellectual self-concept of hearing impaired children

The term "academic accomplishment" refers to the information that students have obtained in the required topics of the curriculum, and it is measured by the students' performance on tests. Students' academic performance in secondary school may be influenced by a variety of factors, including individual variations, cognitive aspects or learning factors, non-cognitive factors, motivation, self-control, and extracurricular activities. In its most basic form, academic accomplishment refers to the degree to which a teacher, student, or institution has been successful in meeting their intended educational outcomes. Academic achievement is a performance outcome that depicts the degree to which a student or teacher has accomplished certain specific goals that were the focus of activities in instructional environments, most notably in educational institutions such as schools, colleges, and universities.

Intellectual and academic aspect of hearing-impaired children

A person with hearing loss is not only deprived of hearing, but it also impairs the development of their cognitive skills as well as the acquisition of communication skills. If the kid also has another disability, in addition to their hearing issue, then they will have additional difficulty learning. Over the course of time, researchers have gathered evidence demonstrating that people with hearing loss are more likely to suffer from a variety of particular disorders. Learning problems, intellectual disabilities, and emotional / behavioural disorders are the three extra disabilities that are seen in children with hearing impairments the most frequently.

Students who have a hearing impairment and a behavioural disability are more likely to exhibit inappropriate, disruptive, and aggressive behaviours, which further impede their ability to study. Students who have intellectual impairments and hearing loss may have a delay in the development of all aspects of their learning, including a reduction in their capacity for problem-solving and an increase in their deficit in adaptive or functioning skills. Students who have been diagnosed with learning disabilities and hearing loss are typically found to have an intelligence that falls within the average or above average range. These students demonstrate skills and abilities in a variety of different ways, but they also demonstrate specific learning deficits that restrict their accomplishments. They are said to display peculiar learning features that are regarded atypical of kids who have a hearing impairment, and these traits have a significant impact on how far they have come.

TPACK and special education (Hearing impairment)

According to the Individuals with Disabilities Education Act of 2004, "special education" is defined as ".teaching that is particularly planned, at no cost to the parents, to suit the unique requirements of a child with a disability." Students with disabilities have the opportunity to learn the information and skills that are being taught to other students within the context of special education. Special schools for children with visual and hearing problems, as well as Integrated Special Education Programs (ISEP) for pupils with learning difficulties, hearing impairment, and visual impairment, are both in operation in Malaysia as part of the country's system for providing special education for those with hearing impairments. According to the Education Act 1996 (Act 550) and the Selected Regulations (2004) of Malaysia, teachers who have received training in the field of special education are able to plan appropriate instructional programmes, adapt existing curricula, as well as assess pupils' progress based on the developmental needs of the group. This is stated in both of these pieces of legislation.

The special education instructors who work with students who have hearing impairments are beginning, in the same manner as mainstream teachers, to embrace the new technology that are entering the classroom. In spite of this, there is no such thing as a "one-size-fits-all" approach to instructional design when it comes to these technologies. Teachers in special education need to be aware of how to put their expertise of pedagogy, material, and technology to use in order for hearing-impaired students to benefit from the utilisation of these innovative tools in a way that is both efficient and relevant.

Self - concept of deaf / hard – of - hearing and hearing students

The notion of self has a significant amount of weight in the fields of psychology and education. It is possible to define it as the object of an individual's own vision, or, to put it another way, it is the manner in which individuals think about themselves. It refers to the aspect of one's personality of which they are conscious. In his first basic textbook on psychology, William James (1890) ^[21] characterised the self as a method in which the self may be enlarged to encompass one's clothes, one's house, and one's society. James wrote this description in the context of his first textbook on psychology. The "I" and "Me" that are both the subject and the object of an experience, as well as the one who knows and the one who is known, are both included in the concept of "Self."

It is one of a kind, ever-changing, and always developing as a result of the contact that individual has with the social and physical environment. The way a person reacts to the numerous shifts and alterations that occur in their lives may have a significant impact on the way they view themselves throughout the course of their lifetime. This can cause their perspective on themselves to shift significantly over time. What a person believes about oneself or herself has an effect on his or her identity, level of self-esteem, perception of one's physique, and function in society. It influences and determines who we are as individuals, as well as the choices we make and the connections we develop.

Numerous theorists have, in their own unique ways, provided descriptions of the mechanisms that are responsible for the process. Freud views the development of the ego and the superego as the formation of a psychological

framework that protects the primal impulses that emerge from the id from the perils of the actual world. According to Erikson's idea, a person's personal identity and their future development are going to be determined by how they handle a critical situation in their life. These include cultivating a feeling of identity within society, fostering a sense of trust in other members of society, and assisting younger generations in being better prepared for the future. Theorists of social learning characterise the process of determining one's own self-concept as consisting of three stages: observational learning, the identification process, and the modelling process.

Self-concept and self-esteem

According to Harter (2016) ^[16], the term "self-concept" refers to the individual's opinion of themselves about the many facets of their personalities and who they are as a whole. Self-concept is the cognitive thinking aspect of the self (related to one's self-image), and it generally refers to the entirety of a complex, organised, and dynamic system of learned beliefs, attitudes, and opinions that each person holds to be true about his or her personal existence and where he or she belongs in the world. Self-concept is the cognitive thinking aspect of the self (related to one's self-image), and it generally refers to the totality of a complex, organised, and dynamic system (Purkey, 2017) ^[17]. It is common practise to use the term "self-esteem" to refer to the affective or emotional aspect of one's self. More generally, "self-esteem" describes how a person feels about or places value on himself or herself, and "self-esteem" can also refer to specific measures regarding the components of one's self-concept. Some writers even use the phrases interchangeably with one another (Huitt, 2015) ^[18].

Teacher training

Since 1981, when the world celebrated the International Year of Disabled Persons, the government of India has been making consistent efforts to improve educational opportunities for people with disabilities. The Rehabilitation Council of India was established as a result of a decision made by the government (RCI). The RCI was established in 1992 as a statutory body under the Ministry of Social Justice and Empowerment. It is responsible for the standardisation of training courses, the recognition of training courses, and the accreditation of institutions for the training of teachers. In addition, it is responsible for the formulation of policies regarding the training of teachers. Additionally, it keeps a registry of experts up to date. RCI mandates that all educators must be registered with the Council in order to practise, and it asserts that every kid with a handicap has the right to be instructed by a trained professional.

Teachers' used methods for improving inclusive teaching practices to teach hearing impaired

It may be expected of teachers who have pupils who are deaf or have hearing impairments to provide adjustments for such students in order to assist those children in reaching their full potential. This chapter provides a rundown of a variety of different adjustments that educators may choose to implement into their classrooms and methods of instruction. The teacher will be able to assist the kid who is deaf or has a hearing impairment if they put a few of the modifications into practise. This will allow the youngster to

feel more at ease, confident, and successful in the general education environment.

Developing a feeling of community in the classroom can be facilitated by providing an opportunity for a student who is deaf or hard of hearing to talk about his or her condition with the other pupils there. As a result, the curiosity of the other students will be appeased, and the student will have the opportunity to be the focus of attention in a constructive manner. It is vital to check with the students ahead of time rather than trying to force a topic about the handicap into the classroom because not all students will feel comfortable talking about it. The instructor is responsible for cultivating a friendly and approachable atmosphere within the classroom in order to ease the student's anxiety around the impairment.

Types of instruction

Math instruction

Math education for kids who are deaf or hearing challenged can be challenging for a variety of different reasons; nevertheless, it is simple to alter and adapt owing to the recent trend of offering more visual representations of math in primary school classrooms. In order for them to be able to take part in the activities that are going on in the classroom to their full potential, students who have hearing impairments may require additional assistance in acquiring the basic language and ideas of mathematics. The following are some of the ways in which the instructor can offer help to the student:

- Maintain touch with the parents to ensure that mathematical ideas are reinforced at home in real-world settings.
- Ensure that a broad variety of classroom experiences, including time for problem solving and exploration, are made available to students.
- Employ many methods of presenting, mixing them as appropriate

Visual materials

Because students rely largely on visual representations, such as the use of an overhead, posters, movies, or notes written on the board will be crucial instructional aids. The instructor has to make sure that he or she is clearly pointing to the material that is being discussed when utilising these visual representations, and then they need to allow the student some time to comprehend the information that has been presented to them. The visual content that is being shown to the student must not be too overwhelming for the instructor to take into consideration; otherwise, the student will be unable to digest the information as fast, and as a result, they may lag behind (NDCS, 2004).

Visual graphics or a basic sketch of the topic that is about to be discussed can be displayed on the overhead projector. The educator is able to continue facing the classroom while giving a lecture, which enables the student to access the material that is displayed on the overhead as well as view the educator while he or she is talking. Posters are an effective means of visually communicating material in a class, and teachers should make extensive use of them whenever they can. However, the instructor has to be sure to remember to explicitly point to the poster and the particular elements that are being used to support the idea that is being communicated verbally (NDCS, 2004).

Modifying the acoustical environment

Students could find it challenging to concentrate in class because of the high volume of noise generated by the activities as well as additional sounds, such as those produced by the heater, the lights, and the overhead projector. When organising the layout and placement of classrooms, teachers need to take into account the various factors that might lead to students becoming distracted. Everyone in the class will be able to study in an atmosphere that is less distracting to their hearing if there is less background noise.

Alarm systems

In the event of an emergency, it is the responsibility of the instructor or a "buddy" who has been allocated to the class to (a) explain the nature of the issue, and (b) transport children to a place of safety as swiftly and responsibly as possible. The simulation of various contingency plans is a very necessary activity (Waldron, 2006) ^[22].

The capacity of a person to hear the signals when they are triggered is the primary factor that determines the success of many alarm systems. It may be difficult for a youngster who is deaf or hard of hearing to hear the alert that is blaring across the classroom and the school as a whole.

It is essential for the instructor to establish a method that will allow the pupil to comprehend what is taking on. The phrase "FIRE DRILL" might be written in all capital letters on the board, a neon sign could be affixed to the board or the student's desk, or a pictorial cue could be used to indicate to the youngster that there is an alarm going off in the room. The installation of a flashing fire alarm or any other type of alarm system within the room would be the most suitable accommodation that could be made for the student (Keller, 2004) ^[23]. In this manner, a youngster who is unable to hear the alarm blaring would still be able to grasp what is taking place within the room on their own. The use of flashing lights as part of an emergency signalling structure is mandated by the law in several jurisdictions

Conclusion

Emotional intelligence has emerged as one of the most critical factors to consider when determining the quality of a person's life. Instead of total intelligence, which is only a good predictor of a person's success in academics, emotional intelligence is a good predictor of an individual's success in his or her practical life. This is in contrast to total intelligence, which is only a good predictor of a person's success in academics. Goleman (1998) ^[20] acknowledged the significance of emotional intelligence and asserted that it is more significant than intellectual capacity for an individual's success in life. Emotional intelligence is more important than intellectual capability. He operates under the assumption that emotional intelligence may be beneficial to some parts of life, such as a reduction in aggressive behaviour, improved decision-making, enhanced educational attainment, and other characteristics that contribute to an individual's success in life. Previous research in India investigated the self-concept, emotional intelligence, and academic anxiety of visually challenged students in inclusive and exclusive schools in relation to scholastic achievement. The researchers came to the conclusion that without taking into consideration the educational placement, emotional intelligence and academic anxiety play their roles significantly in determining the

scholastic achievement of visually challenged students. (Rani, 2022) ^[19].

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