

# INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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## ASSESSMENT OF TEMPERAMENT, EMOTIONAL STABILITY AND SELF-CONFIDENCE AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS IN VELLORE DISTRICT

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### ABSTRACT

*This study was conducted to know the temperament, emotional stability and self-confidence of deaf and hard of hearing adolescent student in Vellore District. Survey method was adopted for the study. Two hundred and sixty students in the age group of 12 -19 years studying in aided and self-finance schools and ITI in Vellore district were select as sample by using Simples Random Technique. The sample was administered with the modified and validated, 'Dimensions of Temperament Scale developed by Chadha & Chandna (1984), Emotional Stability Scale developed by Gupta & Singh (1985) and Self - Confidence Questionnaire developed by The Inner Coach (April 2009). The statistical techniques employed were mean, SD, t-test, correlation and ANOVA. The obtained results were analyzed accordingly. The results of the study revealed that the temperament of deaf and hard of hearing adolescent students have influenced in their emotional stability and self-confidence. Thus it could be concluded that teachers and parents should provide the healthy atmosphere of deaf and hard of hearing students in their classes and home to achieve their goals and betterment of future development in particular.*

### KEYWORDS

hearing adolescent students, Vellore.

### THE AFFECTS OF DEAFNESS ON ADOLESCENT DEVELOPMENT

Adolescence is a time of rapid physical, emotional, and mental development, which is occasionally complicated by the high school setting, increased responsibilities, and the desire to become an adult. Researchers describe it as; "The period from approximately eleven to eighteen, can be seen as a 'way of life' different from childhood to adulthood. Problems of emancipation, independence, and freedom from the family occupy the early stage, while problems of social role and personal purpose within the wider world occupy the later stage. Over the whole span of adolescence, the developmental task is to integrate earlier elements into a true sense of identity as a separate individual, no longer taking a partial or external view of self." (Schlesinger, 2000, pg.356) The process tests even the "normal" teenager, but what is the process like for someone who can't hear? Deaf children go through the same experiences as hearing children. Does being deaf affect their development, ability to participate in school, or impact their relationship with their parents? The answers to all these questions is a resounding yes, being deaf affects adolescent development, in mainstream settings, which are made more complicated in today's auditory/visual world versus, deaf adolescent development in Deaf settings. "Deaf students face considerable challenges in developing interpersonal communication skills. This presence of an auditory disability means that spoken language is largely inaccessible." (Akamatsu & Musselman, 1999, pg. 305) This does not mean that deaf adolescents are dumb or slow; it only means that their deafness impacts their lives, especially in school, and in ways hearing people probably don't even realize. The word deaf literally means someone who can't hear. This however is a broad generalized term. "The level of hearing a person has is determined through hearing tests, to discover the amount of decibels of hearing lost at various sound cycles." (Spradley, 1987, pg. 42).

### VIEW DEAFNESS

Our culture used to view deafness as a defect in the brain that left you unable to think, and so we used the term deaf and dumb to describe people who couldn't hear or talk. This view is completely unorthodox and there is no scientific research anywhere to prove that deaf people are dumb. Most deaf students are in fact quite smart; the only thing they struggle with is learning how to communicate. "All of the existing research assumes that cognitive development in deaf children follows the same course as that found in hearing children, although the rate of development may differ, most of the differences are based on the fact that learning, comprehension, and cognition all require an understanding of language, and the understand of language is a struggle for some deaf children." (Clark, Marschark & Karchmer, 2001, pg. 130) From this statement it is fair to assume that deaf adolescent's development is affected because of their language barrier in a hearing world.

### NEED FOR THE STUDY

In deaf children, visual attention, which is typically used to focus and sustain attention (Ruff & Rothbart, 1996) may play an even more critical role in development of behavior problems because of the loss of auditory input. If children cannot monitor their environment auditorially, they may have to rely on visual monitoring of the world, which places increased demands on visual attention and reduces children's ability to sustain attention (Quittner et al., 2007). Previous studies have consistently found marked deficits in visual attention in this population (Mitchell & Quittner, 1996; Quittner, Smith, Osberger, Mitchell & Katz, 1994; Smith et al., 1998), with associated elevations in behavior problems reported by teachers and parents (Mitchell & Quittner, 1996). Beyond the increased demands on visual attention, these children may also struggle because they do not have the language to help scaffold the internal regulation of attention (Bell, Wolfe & Adkins, 2007). To date, previous studies of visual attention in deaf children have assessed school-age children, providing little information about how early these deficits emerge. Moreover, only one study has examined the relationship between visual attention and behavior problems (Mitchell & Quittner, 1996) and none have examined the broader relations among language, attention, and behavior problems in hearing-impaired children. Hence, keeping the above background in mind and in recognition of these problems, the investigator felt the need in this age of industrialization, competition, stress and tension: and keeping in mind the concept of emotional stability as defined in the literature cited above the present study was undertaken to assess the temperament, emotional stability and self-confidence of deaf and hard of hearing adolescent students in Vellore district. This study is essential to know the present situation.

### OPERATIONAL DEFINITIONS

#### ☞ TEMPERAMENT

"Temperament refers to the characteristic phenomena of an individual's nature including his susceptibility to emotional situations, his customary strength mood, and all the peculiarities of fluctuation and intensity of mood, these being phenomena regarded as dependent on constitutional make up and therefore largely hereditary in origin". (Allport, 1961).

#### ☞ EMOTIONAL STABILITY

"Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupils have no or very little emotional control, it may lead to anxiety, inferiority feeling and guilt". (Frandsen, 1961).

#### ☞ SELF CONFIDENCE

"The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity". (Breckenridge and Vincent, 1965). In to this structure are integrated many patterns of response tendencies, known as 'traits' which are closely related to and influenced by the concept of self. Self-confidence is one such personality trait. The self is a composite of a person's thoughts and feeling, strivings and hopes, fears and fantasies, his view of what he is,



what he has been, what he might become, and his attitude pertaining of his worth. Self-confidence is a positive attitude of oneself towards one's self-concept. It is an attribute of perceived self.

#### ☞ DEAF AND HARD OF HEARING

**Defining deafness** is not an easy task. Unlike blindness, there is no "legal limit" for someone to be considered deaf (Holt, 1994). Consequently, there is more than one term to describe a person who has difficulty hearing, and these words may vary in definition. However, there are a few expressions that will be defined here according to their generally agreed-upon definitions. First, the term "deafness" generally refers to partial or total hearing loss, and generally also assumes the inability to hear and understand speech. A second word, "hearing impaired" is simply used to describe a person with any degree of hearing loss. A third phrase, "hard of hearing," refers to a person who experiences hearing loss but is still able to hear and understand speech. (Higgins, 1996).

#### ☞ ADOLESCENT

"(Of a young person) in the process of developing from a child into an adult"- *The Oxford Advanced Learner's Dictionary*

### OBJECTIVES OF THE STUDY

1. To study the Temperament of deaf and hard of hearing adolescent students.
2. To study the Emotional stability of deaf and hard of hearing adolescent students.
3. To study the Self – Confidence of deaf and hard of hearing adolescent students.
4. To draw the relationship among temperament, emotional stability and self – confidence of deaf and hard of hearing adolescent students.
5. To study whether there is any significant difference in Temperament of deaf and hard of hearing adolescent students belonging to different groups based on
  - i. Gender
  - ii. Type of institution
  - iii. Level of school
6. To study whether there is any significant difference in Emotional stability of deaf and hard of hearing adolescent students belonging to different groups based on
  - i. Gender
  - ii. Type of institution
  - iii. Level of school
7. To study whether there is any significant difference in Self-confidence of deaf and hard of hearing adolescent students belonging to different groups based on
  - i. Gender
  - ii. Type of institution
  - iii. Level of school

### HYPOTHESES

1. The Temperament of deaf and hard of hearing adolescent students will be moderate.
2. The Emotional stability of deaf and hard of hearing adolescent students will be moderate.
3. The Self-confidence of deaf and hard of hearing adolescent students will be high.
4. There is no significant difference between male and female deaf and hard of hearing students in their Temperament, Emotional stability and Self-confidence.
5. There is no significant difference between deaf and hard of hearing adolescent students of Aided and Self –Finance institutions in their Temperament, Emotional stability and Self-confidence.
6. There is no significant difference among deaf and hard of hearing students belonging to Middle schools, High schools, Higher Secondary Schools and ITI in their Temperament, Emotional stability and Self-confidence.
7. There will be linear relationship among Temperament, Emotional stability and Self-confidence of deaf and hard of hearing adolescent students.

### METHODOLOGY

In order to achieve the objectives of the study, the survey method was used.

#### POPULATION AND SAMPLE DESCRIPTION AND SELECTION

##### POPULATION

The target population of the present study was deaf and hard of hearing adolescent students studying in middle schools, high schools, higher secondary schools and ITI in Vellore district.

##### SAMPLE CHARACTERISTICS AND SELECTION

Keeping in view, the aim of the study, 260 deaf and hard of hearing adolescent students from middle schools, high schools, higher secondary schools and ITI students were randomly selected from aided and self-finance institution in Vellore district.

##### SELECTION AREA

Selection of area for research is very important. The selected area should be convenient, comfortable and have an enough number of samples. The investigator selected two aided and one self-finance deaf and hard of hearing schools and one ITI around of **Vellore district** for the study. The sample selected for the study consists of both male and female deaf and hard of hearing adolescent students belonging to middle schools, high schools, higher secondary schools and ITI.

##### TOOLS USED FOR THE STUDY

The data are necessary for carrying our research investigation if must be collected with the special instrument or devices. The successful outcome research is mainly depending upon the proper selection of the research tool. So the investigator used the following tools:

1. Dimensions of Temperament Scale (Chadha & Chandna, 1984).
2. Emotional Stability Scale (Gupta & Singh, 1985).
3. Self - Confidence Questionnaire (The Inner Coach, April 2009).

### ANALYSIS OF DATA

Data related to the variables were collected by using standard tools. For the meaningful interpretation of the study, the collected data are processed and analyzed using the following:

#### Descriptive Analysis

- ☞ Measures of Central Tendency (Mean)
- ☞ Measures of Dispersion (SD)
- ☞ Measures of relationship (Correlation)

#### Inferential Analysis

- ☞ t-Test
- ☞ One-way ANOVA

**Hypothesis 1:** The Temperament of deaf and hard of hearing adolescent students will be moderate.

TABLE 1: COMPARISON OF MEAN AND STANDARD DEVIATION OF TEMPERAMENT OF DEAF AND HARD OF HEARING ADOLESCENT STUDENTS

Variable	Maximum Score	Mean	S.D.	N
Temperament	36	21.85	3.465	260

The Mean and Standard Deviation of Temperament score of deaf and hard of hearing adolescent students are presented in the table. The maximum possible score in the Temperament scales is 36 and the obtained mean score is about 61% showing the students have moderate Temperament. Hence the hypothesis is accepted.

**Hypothesis 2:** The Emotional stability of deaf and hard of hearing adolescent students will be moderate.

TABLE 2: COMPARISON OF MEAN AND STANDARD DEVIATION OF EMOTIONAL STABILITY OF DEAF AND HARD OF HEARING ADOLESCENT STUDENTS

Variable	Maximum Score	Mean	S.D.	N
Emotional stability	15	9.69	2.096	260

The Mean and Standard Deviation of Emotional stability score of deaf and hard of hearing adolescent students are presented in the table. The maximum possible score in the Emotional stability is 15 and the obtained mean score is about 65% showing the students have moderate Emotional stability. Hence the hypothesis is accepted.

**Hypothesis 3:** The Self-Confidence of deaf and hard of hearing adolescent students will be high.

TABLE 3: COMPARISON OF MEAN AND STANDARD DEVIATION OF SELF-CONFIDENCE OF DEAF AND HARD OF HEARING ADOLESCENT STUDENTS

Variable	Maximum Score	Mean	S.D.	N
Self-confidence	30	23.62	4.348	260

The Mean and Standard Deviation of Self-Confidence score of and hard of hearing adolescent students are presented in the table. The maximum possible score in the Self-Confidence is 15 and the obtained mean score is about 79% showing the students have high Self-Confidence. Hence the hypothesis is accepted.

**Hypothesis 4:** There is no significant difference between male and female deaf and hard of hearing students in their Temperament, Emotional stability and Self-confidence.

TABLE 4: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN MALE AND FEMALE DEAF AND HARD OF HEARING STUDENTS IN THEIR TEMPERAMENT

Variable	Gender	N	Mean	S.D.	CR-value	Level of significance
Temperament	Male	120	21.99	3.606	0.593	p > 0.05
	Female	140	21.74	3.349		

The CR value as indicated by the table is not significant and hence it can be inferred that male and female deaf and hard of hearing adolescent students do not differ significantly in their temperament.

TABLE 5: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN MALE AND FEMALE DEAF AND HARD OF HEARING STUDENTS IN THEIR EMOTIONAL STABILITY

Variable	Gender	N	Mean	S.D.	CR-value	Level of significance
Emotional stability	Male	120	9.60	2.331	0.629	p > 0.05
	Female	140	9.76	1.876		

The CR value as indicated by the table is not significant and hence it can be inferred that male and female deaf and hard of hearing adolescent students do not differ significantly in their emotional stability.

TABLE 6: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN MALE AND FEMALE DEAF AND HARD OF HEARING STUDENTS IN THEIR SELF-CONFIDENCE

Variable	Gender	N	Mean	S.D.	CR-value	Level of significance
Self -Confidence	Male	120	22.90	5.020	2.494	p < 0.05
	Female	140	24.24	3.582		

From the above table the CR value is found to be 2.494, which is significant at 0.05 level. This indicates that there is a significant difference in Self-confidence between male and female deaf and hard of hearing adolescent students.

It is inferred further that the female deaf and hard of hearing adolescent students have a greater mean self-confidence score than male deaf and hard of hearing adolescent students.

Hence the above stated hypothesis is accepted with respect to temperament and emotional stability and not accepted with respect to self-confidence.

**Hypothesis 5:** There is no significant difference between deaf and hard of hearing adolescent students of Aided and Self –Finance institutions in their Temperament, Emotional stability and Self-confidence.

TABLE 7: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN AIDED AND SELF-FINANCE INSTITUTIONS DEAF AND HARD OF HEARING STUDENTS IN THEIR TEMPERAMENT

Dimension	Gender	N	Mean	S.D.	CR-value	Level of significance
Temperament	Aided	118	21.47	3.361	1.614	p > 0.05
	Self-Finance	142	22.17	3.531		

The CR value as indicated by the table is not significant and hence it can be inferred that aided and self-finance institutions deaf and hard of hearing adolescent students do not differ significantly in their temperament.

TABLE 8: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN AIDED AND SELF-FINANCE INSTITUTION DEAF AND HARD OF HEARING STUDENTS IN THEIR EMOTIONAL STABILITY

Variable	Gender	N	Mean	S.D.	CR-value	Level of significance
Emotional stability	Aided	118	9.40	1.882	2.047	p < 0.05
	Self-Finance	142	10.93	2.237		

From the above table the CR value is found to be 2.047, which is significant at 0.05 level. This indicates that there is a significant difference in emotional stability between aided and self-finance institutions deaf and hard of hearing adolescent students.

It is inferred further that the deaf and hard of hearing adolescent students belonging to self-finance institutions have a greater mean emotional stability scores than those are in aided institutions.

TABLE 9: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN AIDED AND SELF-FINANCE INSTITUTIONS DEAF AND HARD OF HEARING STUDENTS IN THEIR SELF-CONFIDENCE

Variable	Gender	N	Mean	S.D.	CR-value	Level of significance
Self –Confidence	Aided	118	23.89	3.651	0.914	p > 0.05
	Self-Finance	142	23.39	4.854		

The CR value as indicated by the table is not significant and hence it can be inferred that aided and self-finance institutions deaf and hard of hearing adolescent students do not differ significantly in their self-confidence.

Hence the above stated hypothesis is accepted with respect to temperament and self-confidence and not accepted with respect to emotional stability.

**Hypothesis 6:** There is no significant difference among deaf and hard of hearing students belonging to Middle schools, High schools, Higher Secondary Schools and ITI in their Temperament, Emotional stability and Self-confidence.

**TABLE-10: ANALYSIS OF VARIANCE OF TEMPERAMENT SCORES AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO MIDDLE, HIGH AND HIGHER SECONDARY SCHOOLS AND ITI INSTITUTION**

Source of variance	df	Sum of Squares	Mean square	F	Level of Significance
Between groups	3	273.873	91.291	8.239	p < 0.01
Within groups	256	2836.573	11.080		
Total	259	3110.446			

It can be seen from the above table, that 'F' value is significant at 0.01 level. This shows that there is a significant difference among the mean Temperament scores of deaf and hard of hearing students belonging to middle, high, higher secondary schools and ITI institution.

**TABLE 11: ANALYSIS OF VARIANCE OF EMOTIONAL STABILITY SCORES AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO MIDDLE, HIGH AND HIGHER SECONDARY SCHOOLS AND ITI INSTITUTION**

Source of variance	df	Sum of Squares	Mean square	F	Level of Significance
Between groups	3	141.839	47.280	12.153	p < 0.01
Within groups	256	995.927	3.890		
Total	259	1137.765			

It can be seen from the above table, that 'F' value is significant at 0.01 level. This shows that there is a significant difference among the mean emotional stability scores of deaf and hard of hearing students belonging to middle, high, higher secondary schools and ITI institution.

**TABLE 12: ANALYSIS OF VARIANCE OF SELF-CONFIDENCE SCORES AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO MIDDLE, HIGH, AND HIGHER SECONDARY SCHOOLS AND ITI INSTITUTION**

Source of variance	df	Sum of Squares	Mean square	F	Level of Significance
Between groups	3	30.548	10.183	0.536	p > 0.01
Within groups	256	4866.756	19.011		
Total	259	4897.304			

It is seen from the above table, that 'F' value is not significant. This shows that there is no significant difference among the mean self-confidence scores of deaf and hard of hearing students belonging to middle, high, higher secondary schools and ITI institution.

Hence the above stated hypothesis is accepted with respect to temperament and emotional stability and not accepted with respect to self-confidence.

The significant 'F' ratio thus obtained comparing the different type of institution necessitated further analysis using mean difference. Hence the vast difference paved way for the computation of critical ratio between different types of institution which is presented in the succeeding table.

**TABLE 13 (A): SUMMARY OF SIGNIFICANCE OF MEAN DIFFERENCE AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO MIDDLE, HIGH AND HIGHER SECONDARY SCHOOLS AND ITI INSTITUTION IN THEIR TEMPERAMENT**

Variable	Levels of school	N	Mean	S.D.	CR-value	Level of significance
Temperament	Middle school	99	20.64	3.300	2.641	p < 0.01
	High school	64	22.09	3.650		
	Middle school	99	20.64	3.300	3.609	p < 0.01
	Higher secondary school	47	22.62	2.617		
	Middle school	99	20.64	3.300	4.436	p < 0.01
ITI	50	23.24	3.543			

From the above table it is clear that the CR value of Middle, High, and Higher secondary schools and ITI institution are found to be significant at 0.01 level. This shown that there is a significant difference in Temperament between the above mentioned combinations of schools.

It is inferred further that the ITI institution deaf and hard of hearing adolescent students have a greater mean Temperament scores, followed by Higher secondary schools deaf and hard of hearing adolescent students, than by High schools deaf and hard of hearing adolescent students, finally Middle schools deaf and hard of hearing adolescent students have less Temperament scores.

**TABLE 13 (B): SUMMARY OF SIGNIFICANCE OF MEAN DIFFERENCE AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO HIGH, HIGHER SECONDARY SCHOOLS AND ITI INSTITUTION IN THEIR TEMPERAMENT**

Variable	Levels of school	N	Mean	S.D.	CR-value	Level of significance
Temperament	High school	64	22.09	3.650	0.837	p > 0.05
	Higher secondary school	47	22.62	2.617		
	High school	64	22.09	3.650	1.685	p > 0.05
	ITI	50	23.24	3.543		

It is seen from the above table that the CR value of high, higher secondary schools and ITI institution are found to be not significant. This shows that there is no significant difference in temperament between the above mentioned combinations of schools and ITI institution deaf and hard of hearing adolescent students.

**TABLE 13 (C): SUMMARY OF SIGNIFICANCE OF MEAN DIFFERENCE AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO HIGHER SECONDARY SCHOOLS AND ITI INSTITUTION IN THEIR TEMPERAMENT**

Variable	Levels of school	N	Mean	S.D.	CR-value	Level of significance
Temperament	Higher secondary school	47	22.62	2.617	0.980	p > 0.05
	ITI	50	23.24	3.543		

The CR value as indicated by the table is not significant and hence it can be inferred that higher secondary schools and ITI institution deaf and hard of hearing adolescent students do not differ significantly in their temperament.

**TABLE 13 (D): SUMMARY OF SIGNIFICANCE OF MEAN DIFFERENCE AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO MIDDLE, HIGH AND HIGHER SECONDARY SCHOOLS AND ITI INSTITUTION IN THEIR EMOTIONAL STABILITY**

Variable	Levels of school	N	Mean	S.D.	CR-value	Level of significance
Emotional stability	Middle school	99	8.93	2.135	2.548	p < 0.05
	High school	64	9.73	1.683		
Emotional stability	Middle school	99	8.93	2.135	2.445	p < 0.05
	Higher secondary school	47	9.85	2.116		
	Middle school	99	8.93	2.135		
Emotional stability	ITI	50	10.98	1.835	5.795	p < 0.01

From the above table it is clear that the CR value of Middle, High, and Higher secondary schools and ITI institution are found to be significant at 0.01 and 0.05 level. This shown that there is a significant difference in Emotional stability between the above mentioned combinations of schools.

It is inferred further that the ITI institution deaf and hard of hearing adolescent students have a greater mean Emotional stability scores, followed by Higher secondary schools deaf and hard of hearing adolescent students, than by High schools deaf and hard of hearing adolescent students, finally Middle schools deaf and hard of hearing adolescent students have less Emotional stability scores.

**TABLE 13 (E): SIGNIFICANCE OF MEAN DIFFERENCE AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO HIGH AND HIGHER SECONDARY SCHOOLS IN THEIR EMOTIONAL STABILITY**

Variable	Levels of school	N	Mean	S.D.	CR-value	Level of significance
Emotional stability	High school	64	9.73	1.683	0.323	p > 0.05
	Higher secondary school	47	9.85	2.116		

The CR value as indicated by the table is not significant and hence it can be inferred that the high schools and higher secondary schools deaf and hard of hearing adolescent students do not differ significantly in their emotional stability.

**TABLE 13 (F): SIGNIFICANCE OF MEAN DIFFERENCE AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO HIGH SCHOOLS AND ITI INSTITUTION IN THEIR EMOTIONAL STABILITY**

Variable	Levels of school	N	Mean	S.D.	CR-value	Level of significance
Emotional stability	High school	64	9.73	1.683	3.769	p < 0.01
	ITI	50	10.98	1.835		

From the above table the CR value found to be 3.769, which is significant at 0.01 level. This indicates that there is a significant difference in Emotional stability between High schools and ITI institution deaf and hard of hearing adolescent students.

It is inferred further that the ITI institution deaf and hard of hearing adolescent students have a greater mean emotional stability scores than High schools deaf and hard of hearing adolescent students.

**TABLE 13 (G): SUMMARY OF SIGNIFICANCE OF MEAN DIFFERENCE AMONG DEAF AND HARD OF HEARING ADOLESCENT STUDENTS BELONGING TO HIGHER SECONDARY SCHOOLS AND ITI INSTITUTION IN THEIR EMOTIONAL STABILITY**

Variable	Levels of school	N	Mean	S.D.	CR-value	Level of significance
Emotional stability	Higher secondary school	47	9.85	2.116	2.812	p < 0.01
	ITI	50	10.98	1.835		

From the above table the CR value found to be 2.812, which is significant at 0.01 level. This indicates that there is a significant difference in Emotional stability between Higher secondary schools and ITI institution deaf and hard of hearing adolescent students.

It is inferred further that the ITI institution deaf and hard of hearing adolescent students have a greater mean emotional stability scores than Higher secondary schools deaf and hard of hearing adolescent students.

**TABLE 14: ANALYSIS OF CORRELATION BETWEEN THE SELECTED VARIABLES OF DEAF AND HARD OF HEARING ADOLESCENT STUDENTS**

	Variables	Temperament	Emotional stability	Self-confidence
1.	Temperament	1	0.168**	0.134*
2.	Emotional stability	X	1	0.118*
3.	Self-confidence	X	X	1

\*\* Significance at 0.01, level.

\* Significance at 0.05, level.

In the above table all variables selected for the present study namely Temperament, Emotional stability and Self-confidence are found to correlate significantly and positively among themselves.

**FINDINGS DRAWN FROM THE STUDY**

- ☞ Temperament of deaf and hard of hearing students was moderate.
- ☞ Emotional stability of deaf and hard of hearing students was moderate.
- ☞ Self-confidence of deaf and hard of hearing students was high.
- ☞ Male and Female deaf and hard of hearing adolescent students do not differ significantly in their temperament.
- ☞ Male and Female deaf and hard of hearing adolescent students do not differ significantly in their emotional stability
- ☞ There is a significant difference in Self-Confidence between male and female deaf and hard of hearing adolescent students.
- The female deaf and hard of hearing adolescent students have a greater mean self-confidence score than male deaf and hard of hearing adolescent students.
- ☞ Aided and self-finance institutions deaf and hard of hearing adolescent students do not differ significantly in their temperament.
- ☞ There is significant difference in Emotional stability between Aided and Self-Finance management deaf and hard of hearing adolescent students.
- The self-finance institutions deaf and hard of hearing adolescent students have a greater mean emotional stability scores than aided institutions deaf and hard of hearing adolescent students.
- ☞ Aided and self-finance institutions deaf and hard of hearing adolescent students do not differ significantly in their self-confidence.
- ☞ There is a significant difference among the mean Temperament scores of deaf and hard of hearing students belonging to middle, high, higher secondary schools and ITI institution.
- The ITI institution deaf and hard of hearing adolescent students have a greater mean Temperament scores, followed by Higher secondary schools deaf and hard of hearing adolescent students, than by High schools deaf and hard of hearing adolescent students, finally Middle schools deaf and hard of hearing adolescent students have less Temperament scores.
- ☞ There is no significant difference in temperament scores among high, higher secondary schools and ITI institution deaf and hard of hearing adolescent students.

- ⊗ There is no significant difference between higher secondary schools and ITI institution deaf and hard of hearing adolescent students in their temperament.
- ⊗ There is a significant difference among the mean emotional stability scores of deaf and hard of hearing students belonging to middle, high, higher secondary schools and ITI institution.
- The ITI institution deaf and hard of hearing adolescent students have a greater mean Emotional stability scores, followed by Higher secondary schools deaf and hard of hearing adolescent students, than by High schools deaf and hard of hearing adolescent students, finally Middle schools deaf and hard of hearing adolescent students have less Emotional stability scores.
- ⊗ The high schools and higher secondary schools deaf and hard of hearing adolescent students do not differ significantly in their emotional stability.
- ⊗ There is a significant difference in Emotional stability between High schools and ITI institution deaf and hard of hearing adolescent students.
- The ITI institution deaf and hard of hearing adolescent students have a greater mean emotional stability scores than High schools deaf and hard of hearing adolescent students.
- ⊗ There is a significant difference in Emotional stability between Higher secondary schools and ITI institution deaf and hard of hearing adolescent students.
- It is inferred further that the ITI institution deaf and hard of hearing adolescent students have a greater mean emotional stability scores than Higher secondary schools deaf and hard of hearing adolescent students.
- ⊗ There is no significant difference among the mean self-confidence scores of deaf and hard of hearing students belonging to middle, high, higher secondary schools and ITI institution.

### EDUCATIONAL IMPLICATIONS

This study was an attempt made by the investigator to bring out the ground realities related to deaf and hard of hearing adolescent students in their temperament, emotional stability and self-confidence.

Every deaf and hard of hearing schools should improve their curricular and co-curricular activities for their future development. This study can further help to the special teachers and family members to identify the ways and methods to improve their temperament, emotional stability and self-confidence as follows:

The school should be providing a necessitated curriculum which should include the motor skills as well as social skills for deaf and hard of hearing students then only they will get self-confidence and overcome from the barriers facing their life.

In home, try to develop the deaf child's disability by performing well in school and at home. The parents however, who may be consumed by trying to provide special care for the deaf child. Then only the deaf and hard of hearing student's educational attainment will be increased.

The school as well as the home should be providing a good atmosphere for deaf and hard of hearing adolescent students then they will succeed in their future life and stand by their own legs.

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