

COMPARATIVE STUDY OF SELF-EFFICACY AND ADJUSTMENT OF DEAF AND DUMB AND NORMAL SECONDARY SCHOOL STUDENTS

Nerotma Sharma, Ph.D.

Associate Professor, Malwa Central College of Education for women Ludhiana

Abstract

The aim of this study was to compare self-efficacy and adjustment of deaf and dumb and normal secondary school students. Sample of the study consists of 60 students (30 deaf and dumb and 30 normal students) of deaf and dumb school and government school. Self-efficacy scale (2012) by Mathur and Bhatnagar was used to collect the data of self-efficacy and Adjustment Inventory (1980) by Sinha and Singh was used to collect data of Adjustment. The study revealed significant relationship between self-efficacy and adjustment of deaf and dumb and normal secondary school students.

Keywords: *Self-Efficacy and Adjustment*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

INTRODUCTION:

Education enhances the personality of the child and this personality reflects in many ways. One of the vital traits of personality is self-efficacy that determines the student's will to accomplish their tasks. Self-efficacy is an important factor in the accomplishment of goals because people with confidence in their capabilities are likely to approach difficult task as challenges and are motivated to master them rather than avoid them. The development of self-efficacy depends on the individual's ability to persist and succeed with a task. High or low self-efficacy determines whether or not someone will choose to take a challenging task. Self-efficacy affects every area of human Endeavour.

Like Self-efficacy; adjustment also appraises the place of a person in society. Adjustment is a harmonious relationship with the environment involving the ability to satisfy most of one's needs and most of the demands both physical and social that are put upon. The students who have good self-efficacy and adjustment always succeed in their life. So education must impart these values and make them aware about their self-efficacy without any discrimination on the basis of caste, creed, color and sex and make them civil citizens of the society who could adjust themselves in every sphere of life. Generally it is supposed that any type of disability

affects the mental, emotional, social, temperamental aspects of one's personality and deviate them from social life.

Research has demonstrated that strong self-efficacy beliefs result in greater motivation and better retention of information which enhances the overall learning process(Zimmerman and Martinez,1990).Investigation shows that students with high self-efficacy often display greater performance comparatively to those with low self-efficacy(Bandura 1997)Another study on deaf and blind adolescents showed that the deaf had the best work adjustment than the blinds(Goel and Sen 1985).Hence the need arises to compare self-efficacy and adjustment among present population. According to Bandura, a person's attitude, abilities and cognitive skills comprise what is known as self –system. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self efficacy plays an essential part of this self-system. Collins (1982) demonstrated in a clear way the importance of self-efficacy beliefs and skill application on academic performance. The study showed that people may perform poorly on tasks not necessarily because they lack the ability to succeed, but because they lack belief in their capabilities. Adjustment may be defined as a process of altering behavior to reach a harmonious relationship with the environment. When people say they are in an “adjustment period” they typically mean they are going through a process of change and are searching for some level of balance or acceptance with the environment, others, or themselves. Seipp (1999)pointed out in his study that well adjusted students are able to explain everything in the new environment, have reduced anxiety levels and are no longer rebellious against fellow beings.

Objectives:

- To study self-efficacy of deaf and dumb secondary school students.
- To study adjustment of deaf and dumb secondary school students.
- To study self efficacy of normal secondary school students.
- To study adjustment of normal secondary school students.
- To compare the self-efficacy of deaf and dumb and normal secondary school students.
- To compare the adjustment of deaf and dumb and normal secondary school students.
- To compare the self-efficacy of deaf and dumb boys and girls.
- To compare the adjustment of deaf and dumb boys and girls.
- To compare the self-efficacy of normal boys and girls.
- To compare the adjustment of normal boys and girls.

Hypotheses:

- 1) There exists no difference in self-efficacy among deaf and dumb and normal secondary school students.
- 2) There exists no difference in adjustment among deaf and dumb and normal secondary school students.
- 3) There exists no difference in self-efficacy among deaf and dumb and normal boys.
- 4) There exists no difference in self-efficacy among deaf and dumb and normal girls.
- 5) There exists no difference in adjustment among deaf and dumb and normal boys.
- 6) There exists no difference in adjustment among deaf and dumb and normal girls.
- 7) There exists no difference in self-efficacy among deaf and dumb boys and girls of secondary school.
- 8) There exist no difference in self-efficacy among normal boys and girls of secondary school.
- 9) There exist no difference in adjustment among deaf and dumb boys and girls of secondary school.
- 10) There exist no difference in adjustment among normal boys and girls of secondary school.

Sample:

Sample of the study consisted of 60 students (30 deaf and dumb boys and girls and 30 normal boys and girls) belonging to 10th class from the school of deaf and dumb and government school of Ludhiana city.

Tools:

- 1) Self-Efficacy Scale (2012) Mathur, G.P. and Bhatnagar, R.K.
- 2) Adjustment Inventory (1980) Sinha A.K.P and Singh R.P.

Results and Discussion:

Significance of the Difference between Mean Scores Of Self-Efficacy of Deaf and Dumb and Normal Secondary School Students (N=60)

Sr. No.	Group	Variable	N	M	S.D	SEM	t-ratio
1	Deaf and dumb secondary school students	Self-efficacy	30	72.30	6.11	1.12	3.64**
2	Normal secondary school students		30	66.43	6.36	1.16	

***significant at .01 level*

The mean scores of the variable of self-efficacy of deaf and dumb and normal secondary school students as 72.30 and 66.43 respectively. The t-ratio is 3.64 with $d_f = 58$ which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of the variable self-efficacy of deaf and dumb and normal secondary school students. Further as the mean value of deaf and dumb secondary school students is higher than normal secondary school students on the variable of self-efficacy, it may also be concluded that deaf and dumb secondary school students have higher self-efficacy than normal secondary school students.

Significance of the Difference between Mean Scores Of Adjustment of Deaf and Dumb and Normal Secondary School Students (N=60)

Sr. No.	Group	Variable	N	M	S.D	SEM	t-ratio
1	Deaf and dumb secondary school students	Emotional Adjustment	30	7.43	2.33	0.43	4.89**
	Normal secondary school students		30	4.57	2.21	0.40	
2	Deaf and dumb secondary school students	Social Adjustment	30	6.57	2.34	0.43	4.32**
	Normal secondary school students		30	4.10	2.07	0.38	
3	Deaf and dumb secondary school students	Educational Adjustment	30	7.27	2.78	0.51	5.85**
	Normal secondary school students		30	3.77	1.74	0.32	
4	Deaf and dumb secondary school students	Total Adjustment	30	21.27	5.27	0.96	7.24**
	Normal secondary school students		30	12.47	4.07	0.74	

***significant at .01 level*

➤ The mean scores of emotional adjustment of deaf and dumb and normal secondary school students as 7.43 and 4.57 respectively. The t-ratio is 4.89 with $d_f = 58$ which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of emotional adjustment of deaf and dumb and normal secondary school students.

- The mean scores of social adjustment of deaf and dumb and normal secondary school students as 6.57 and 4.10 respectively. The t-ratio is 4.32 with $d_f=58$ which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of the social adjustment of deaf and dumb and normal secondary school students.
- The mean scores of educational adjustment of deaf and dumb and normal secondary school students as 7.27 and 3.77 respectively. The t-ratio is 5.85 with $d_f=58$ which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of the educational adjustment of deaf and dumb and normal secondary school students.
- The mean scores of overall adjustment of deaf and dumb and normal secondary school students as 21.27 and 12.47 respectively. The t-ratio is 7.24 with $d_f=58$ which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of the emotional adjustment of deaf and dumb and normal secondary school students.

As significant difference was found between deaf and dumb and normal secondary school students on all the three dimensions of adjustment as well as overall adjustment, it may further be concluded that deaf and dumb and normal secondary school students differ significantly on the variable of adjustment. Further as the mean value of deaf and dumb secondary school students is higher than normal secondary school students on the variable of adjustment and high mean scores indicate low adjustment, it may also be concluded that the normal secondary school students have better adjustability than deaf and dumb secondary school students.

Educational Implications:

'Self-efficacy' is the belief that one can successfully perform in a given situation. A child's self-efficacy is, to large extent, the product of his experiences at home, school. Thus, to develop the level of self-efficacy, the home and school plays a vital role in providing better opportunities to develop them physically, emotionally and culturally. There is a misconception in the society that deaf and dumb have low self-efficacy compared to normal children. But the findings show that deaf and dumb have higher self-efficacy than normal children. The findings will help the teachers to not to be biased towards the deaf and dumb students. By educating the society these myths can be removed. This will help the teachers

and parents to understand the importance of self-efficacy and adjustment among children. So, there should be cooperation between school and home. The teachers and parents through their love, affection, individual attention, appreciation and by providing healthy and peaceful environment can develop adequate level of self-efficacy and adjustment. The present study will help the parents, teachers, administrators and guidance workers to prepare themselves to meet the needs of students and curriculum based on values, ethics can be imparted for complete development and drawing out best from these children to overcome low self-efficacy and adjustment. This study will boost the morale of deaf and dumb students. In this study deaf and dumb student are found less adjustable as compare to normal students. There is a dire need to find out the reasons behind it so that causes could be removed for their better adjustment. Self-efficacy of normal students is low as compare to deaf and dumb students. So reasons could be explored which could help them to have high self-efficacy.

References:

- Ahmed Elhassan Hamid Hassan (2014)** *Influences of self-efficacy as predictors of academic achievement. A case study of special educational students. International journal of Education and Research* 04/2015; 3(3):275-284.
- Ameerjeen, M.S. (1983):** *Personality and academic achievement of schedule Caste schedule tribe college students of agricultural science, a comparative study. Unpublished Ph.D. Thesis, Bangalore, University.*
- Austin, J.T. and Vancouver, J.B. (1996)** *Self-efficacy as predictor of motivational goals in university students. Journal of Indian Academy of Applied Psychology. Vol:39, No.2, pg 274-280*
- Bandura, A.(1977)** *Self-efficacy toward a unifying theory of behavioural change. Journal Article Psychological Review Vol.84, No.2, 191-215.*
- Betz, N.E & Klein, K.L. (1996)** *“Relationships among measures of career self efficacy, generalized self efficacy and global self esteem.” Journal of career assessment, 4,285-298.*
- Biswas, A. and Aggarwal, J. C. (1971)** *Encyclopedic Dictionary and Directory of Education. New Delhi: The Academic Publishers (India).*
- Dr. Nishta, Rana.(2012)** *Perceptions of children with special needs towards their socio-emotional school climate in inclusive setting. As quoted by Asian Journal of Research in Social Sciences and Humanities. Vol:2, Issue: 9,107-119.*
- Goel, S. & Sen, S. (1985)** *Work adjustment and job anxiety of the handicapped in open employment – An Empirical Study. As quoted by Indian journal of Industrial Relation, No. 23 Koul, L. 2006. Methodology of Educational Research.*
- Kent, B.A., (2003)** *with feelings of rejection and social isolation (Foster 1988 and Mertens 1989 in Stinson, M. and Liu, Y) as quoted by Journal of deaf studies and deaf education. From www.eprints.maynoothuniversity by E.S.Mathews.*
- Linnenbruck, E.A. and Pint rich, P.R. (2003)** *‘The role of self-efficacy beliefs in Student engagement and learning in the classroom’, Reading and Writing Quarterly: Overcoming Learning Difficulties. Taylor Francis online journal, Vol. 19, Issue: 2 Pp.119–137.*

- Mathur, G.P & Bhatnagar, R.K(2012)** *Self Efficacy Scale*. National psychological Corporation, Agra.
- Marom, Mayrav. Cohen, Doron. Naon, Denise. (2007)** *Changing disability related attitudes and self-efficacy of Israeli children via the partners to Inclusion programme*. As quoted by *International journal of Disability, Development & Education*, Vol.54, No.1, pp.113.
- M.V.R Raju and T.Khaja Rahamtulla (2007)** "Adjustment problems among school students", As quoted by *Journal of the Indian Academy of Applied Psychology*, January 2007, Vol.33, No.1, 73-79.
- Meyen, E.L. and Skrtic, T.M. (1988)** *Exceptional children and youths*. Denver: Love Publishing Company.
- Multon, Karen D., Brown, Steven D., Lent, Robert W. (1991)** *Relation of Self –efficacy beliefs to academic outcomes: A meta-analytic investigation*. As quoted in *Journal of Counseling Psychology*, 38(1):30-38.
- Paul, Arnold & Jean, Atkins. (1991)** *the social and emotional adjustment of hearing impaired children integrated in primary schools*. As quoted in *Educational Research*, 33(3):223-228.
- Sinha, A.K.P. & Singh, R.P. (1980):** 'Adjustment inventory for college student's Agra: National Psychological Corporation.