

A STUDY TO ASSESS THE PSYCHOSOCIAL PROBLEMS OF HEARING IMPAIRED ADOLESCENTS BETWEEN THE AGE GROUP OF 12 TO 16 YEARS ATTENDING SPECIAL SCHOOL FOR HEARING IMPAIRMENT AT SAONER, NAGPUR, MAHARASHTRA

Ms. Varsha Priyanka Das

Professor cum Vice Principal
Scope College of Nursing, Raipur Chhattisgarh

Author Corresponding

Ms. Varsha Priyanka Das

Professor cum Vice Principal
Scope College of Nursing, Raipur Chhattisgarh

Email: : varsh.das.05@gmail.com

Received 2023 January 23, Accepted 2023 January 27, Published 2023 January 31

Abstract

Hearing is an important part of learning speech and language. It develops child emotional, physical, mental, and spiritual wellbeing. Language is a basic tool for interpersonal relationships and also an act of communication that allows people to exchange ideas and emotions. Most of the children hear from birth. They learn to interact by imitating the sounds but when hearing loss or impairment exists and often goes unnoticed delayed speech and language learning can take place consequently affecting cognitive and behavioral skills. Early detection of hearing impairment is therefore essential, in order to allow more successful intervention and rehabilitation.

Keywords: Psychosocial problems, Hearing impairment, Hearing impaired adolescents

Introduction

Adolescence is generally regarded as an important time of growth and change in a child's life where many important decisions are made. The limitations imposed by the impairment, combined with the environment to which they are exposed, may not be conducive to normal development. So, while on the one hand adolescents with hearing impairment face the same developmental needs and tasks that confront hearing adolescents, yet their passage through normal developmental stages may become more complicated and may lead deaf adolescents to struggle with certain issues, such as bodily changes, peer relationships, autonomy, economic independence, marriage and family, and personal identity, developing low self esteem, social and behavioral problems. Hearing loss may be congenital or onset after birth due to impacted wax; ear infections; growth in the ear; noise induced hearing loss, trauma or sudden deafness of unknown etiology.

As per census 2002 significant bilateral hearing loss is present in 1 to 3 per 1000 newborn infants in the well-baby nursery population, and in 2 to 4 per 100 infants in the intensive care unit population. In rural India 2.7% are children with hearing impairment in the age group 0 to 14 years. In the same age group, the urban statistics are 3.0% and for speech disability it is 8.9% of the rural and urban areas respectively.

With this regard the investigator selected “A study to assess the psycho-social problems of hearing impaired adolescents between the age group of 12 to 16 years attending special school for hearing impairment at Nagpur, Maharashtra.”

Objectives of the study were

- To assess the psychological problems of hearing impaired adolescents between the age group of 12 to 16 years attending special school for hearing impairment at Nagpur, Maharashtra.”
- To assess the social problems of hearing impaired adolescents between the age group of 12 to 16 years attending special school for hearing impairment at Nagpur, Maharashtra.”
- To determine correlation between psychological and social problems of hearing impaired adolescents with selected socio-demographic variable.
- To determine the association between psychological and social problems of hearing impaired adolescents with selected socio-demographic variables.

Methods And Materials

The researcher adopted quantitative research approach. The research design selected for this study was non-experimental descriptive design. The study was conducted in special school for hearing impairment at Saoner district of Nagpur, Maharashtra. The sample size was 40. The study participants were selected by using purposive sampling technique. The independent variables used for the study were psychological and social problems of the hearing impaired adolescents. The demographic variables used for the study were age, gender, education of parents, genetic history and causes of deafness.

Data Collection

Formal administrative permission was obtained from the Principal of Deaf and Dumb School for hearing impaired adolescents Saoner, Nagpur, Maharashtra. From the 1st day to 8th day 5 demographic variables were assessed with psychological and social problems checklist. Time spent for data collection with each hearing impaired adolescent was 35-40 minutes on an average. Collected data was analyzed by using descriptive and inferential statistics.

Results And Discussion

Data analysis was done by calculating frequency, percentage, overall analysis and correlation

TABLE 4.1 shows the item-wise analysis of checklist to assess the psychological problems of hearing impaired adolescents

S. No	Parameters of psychological problems	Yes		No	
		Frequency	P(%)	Frequency	P(%)
1	Are you embarrassed due to disability?	40	100	0	0
2	Do you feel inferior while using hearing aids?	38	95	2	5
3	Do you completely express your feelings?	20	50	20	50
4	Do you use your own knowledge to approach new task?	11	27.5	29	72.5
5	Can you associate specific meaning to a hand sign?	40	100	0	0
6	Do your siblings stimulate you for your learning needs?	21	52.5	19	47.5
7	Do your parents create a stimulating learning environment at home?	40	100	0	0
8	Do you feel ashamed for having hearing impairment?	34	85	6	15
9	Do you feel frustrated when people sympathize you for the disability?	37	92.5	3	7.5
10	Did you feel any difficulty while learning sign language?	13	32.5	27	67.5
11	Do you completely understand the sign language?	40	100	00	00
12	Do you get tensed when people humiliate you due to your disability?	20	50	20	50
13	Do you have any problem while reading?	36	90	4	10
14	Do you have any problem while writing?	36	90	4	10
16	Can you solve your own problems?	12	30	28	70
17	Are you able to calculate money?	40	100	0	0
18	Are you afraid of your caregivers?	7	17.5	33	82.5

Table 4.1 shows that 100% feel embarrassed due to their disability; 95% feel inferior while using hearing aids; 92.5% feel frustrated when people sympathize them for their disability; 90% feel difficulty while reading and writing; 85% feel ashamed for having hearing impairment; 50% completely express their feelings; 50% suffered the humiliation due to their disability while only 30% were able to solve their own problems.

TABLE 4.2 shows the item-wise analysis of checklist to assess the social problems of hearing impaired adolescents

S. No.	Parameters of social problems	Yes		No	
		Frequency	P (%)	Frequency	P (%)
1	Are you accepted by the family?	40	100	0	0
2	Are you accepted by the society?	10	25	30	75
4	Do your parents have specific goal for you?	34	85	6	15
5	Are your family members concerned for you?	32	80	8	20
6	Do you love your caregivers?	40	100	0	0
7	Do you feel isolated from peer group?	29	72.5	11	27.5
8	Does your peer group play with you?	31	77.5	9	22.5
9	Do you feel intimacy with your friends?	20	50	20	50
10	Do you share your problem with your parents?	22	55	18	45
12	Do you feel competent with other normal school adolescents?	5	12.5	35	87.5
13	Do your siblings envy you?	12	30	28	70
14	Do you have any problem while communicating with others?	22	55	18	45
15	Do your siblings help you while studying?	29	72.5	11	27.5
16	Do you adjust to changes in daily routine that is sleep, mealtime?	40	100	0	0
17	Do you travel alone?	20	50	20	50
18	Do your parents compare you with other siblings?	0	0	40	100
19	Do your parents enjoy your company?	32	80	8	20
20	Do you enjoy going for a movie?	17	42.5	23	57.5
21	Do your parents suppress certain potentialities found in you?	6	15	34	85
22	Do you think you are a valuable citizen of this country?	13	32.5	27	67.5

Table 4.2 depicts that 75% of hearing impaired adolescents are not accepted by the society; 72.5% feel isolated from peer group; 55% have problem in communicating with others; 50% feel intimacy with their friends; 45% children do not share problem with their parents; 32.5% think they are a valuable citizen of this country; whereas only 12.5% feel competent with other normal school adolescents.

Table 4.3 shows the overall analysis of psychological and social problem score as per criterion

Score	PSYCHOLOGICAL PROBLEM		SOCIAL PROBLEM	
	Frequency	Percentage	Frequency	Percentage
Minimum	7	17.5	5	12.5
Maximum	33	82.5	35	87.5
TOTAL	40	100	40	100

Table 4.3 reveals the overall score of psychological as well as social problems as per criterion, maximum hearing impaired adolescents 33 (82.5%) had psychological problems whereas only 7 (17.5%) had minimum psychological problems and maximum hearing impaired adolescents 35 (87.5%) had social problems whereas only 5 (12.5%) had minimum social problems.

TABLE 4.4 shows the correlation between psychological and social problems of hearing impaired adolescents

Area	Mean	Standard Deviation	r
Psychological problem	15.825	0.62	0.99
Social problem	17.1	0.65	

Table 4.4 reveals the correlation between the psychological and social problems of hearing impaired adolescents as $r = 0.99$ i.e. there is a positive correlation between the psychological and social problems of hearing impaired adolescents.

Conclusion

The conclusion drawn from the findings of the study are as follows-

- Hearing impaired adolescents suffered from different psychological problems and social problems
- The ratio of social problems was relatively greater as compared to the psychological problems.
- Both the independent variables that is, the psychological problems as well as social problems are found correlated with each other.

Bibliography

1. Choudhary Panna, Indian Pediatrics Volume – 41 Cambridge press Delhi; March 2004 Page – 219-220
2. Dorothy Marlow R. Barbara, Textbook of Pediatric Nursing 6th Edition, Philadelphia, W.B. Saunders 1988; Page – 456-467.
3. Dutta Parul, Pediatric Nursing 2nd Edition Jaypee Brothers Medical Publishers Pvt. Ltd. New Delhi; Page – 10-31.
4. Susan Rowen James, Nursing Care of Children Second Edition; Page – 203-218.
5. Wong's and Whaley, Essential Pediatrics Nursing 5th Edition, Mosby Publisher; Page no. 633-635

Journal References

1. Adolescents the critical phase, WHO, Journal 1997 – 70; Page 45-46.
2. Arnold, D. & Tremblay, A. Interaction of deaf and hearing preschool children. Journal of Communication Disorders, 1979; 12: 245-251.
3. Bedi, G.C., Halperin, J.M. & Sharma, V. Investigation of modality-specific distractibility in children, International Journal of Neuroscience (1994); 74, 79-85.
4. Carpenter, M., Nagell, K., & Tomasello, M., "Social cognition, joint attention and communicative competence from 9 to 15 months of age", Monographs of the Society for Research in Child Development; (1998) Page - 63, 255.
5. Dodge, K.A., "Situational approach to the assessment of social competence in children" Journal of Consulting and Clinical Psychology; (1985) Page - 55, 344-353.
6. Erdley, "A social goals perspective on children's social competence" Journal of Emotional and Behavioural Disorders; (1999) Page - 7, 156-167.
7. Jesper Dammeyer., Psychosocial development in a Danish population of children with cochlear implants and deaf and hard-of-hearing. Published Thesis. University of Copenhagen, 2010.
8. Nerina Donaldson., Older people with hearing impairment; a literature review of the spouse's perspective. Published Thesis. University of Queensland, Australia, 2004.
9. Subhash Chakraborty, "Journal of the Indian Medical Association", Volume – 102, Lalchand Roy Company Pvt. Ltd, Calcutta; April – 2004, Page – 198-199.