

## Chapter One

### Introduction

#### 1.1 Background to the Study

Special educators and counseling psychologists continue to be concerned about the observed issue of social maladjustment, lack of social competence, and inadequate social skills among students with hearing impairment. This particular group of students appears to always exclude or isolate themselves from other students (hearing peers), and they frequently identify with other students who have hearing impairments. This attitude is not helpful to college students with hearing impairment as they seem to be continually unable to make the best of experiences in the social environment. Furthermore, college students with hearing impairment do not appear to have as much social capital as their hearing peers. Ideally, wherever individuals find themselves, they are supposed to relate well and have congruence with themselves and others; the situation is different for students who have hearing impairment. Students with hearing impairment who are majoring in education at the university level are held to the same standards as their hearing peers, both in and out of the classroom. They are also expected to maintain a high level of social health and develop meaningful relationships with peers from diverse backgrounds.

The particular issue of *deaf culture* that is observed among college of education students with hearing impairment calls for attention from critical stakeholders. The *deaf culture* describes the practice among students with hearing impairment always being around, relate, study with and even live with only fellow students that are hearing impaired even to point of co-habitation, marriage or choice of marriage partners. This culture could be the reason that some of the students who can talk end up losing their voices because of their decision to always communicate with only students or people with hearing impairment. This

is quite worrisome because education is supposed to produce a total human being, with ability for social motivation devoid of self or social stigmatization. This study is definitely extremely current and appropriate to shed additional light or searchlight on the challenges of social adjustment faced by students with hearing impairment, particularly in the Federal College of Education (Special), which is located in Oyo State. Hearing impairment is a hidden handicap, meaning that its presence cannot be determined only by observing a person's outward appearance. It is not until auditory-verbal communication skills are required that it may be recognized, which may result in a prolonged time of frustration or disengagement. This behavior has a negative impact on their early development of language as well as their ability to engage socially. Because of their condition, students with hearing impairments frequently respond inappropriately and ineffectively to social situations and relationships that call for acceptance and fulfillment in one's social life. This is another reason why students with hearing impairments tend to have more severe difficulties in communication and social connection with those around them as a result of their disability. This is certainly a matter for concern since it may result in a range of difficulties for young pupils with hearing loss, particularly with regard to their capacity to adapt to their new social environments.

Moreso, it was affirmed that hearing impairment affects a person's physical, mental, social, and psychological health as well as their entire personality. Despite their high intelligence, hearing-impaired students are likely to experience frustration since they cannot communicate with or understand their peers or express their desires<sup>1</sup>. Based on some finds, when they reach puberty, people with hearing loss are substantially more likely than their hearing peers to face issues related to adolescence<sup>1</sup>. They also, might encounter peer rejection and struggle as they try to acquire the social skills essential to get along with their

hearing peers and the community at large. Due to their frequent struggles with communication difficulties, speech and language impairments, and limited or no access to the auditory environment, students who have hearing loss struggle more than other students. These issues in most cases have negative impact in their emotional intelligence and sense of self-worth, which can occasionally lead to a decline in friendship stability, increased bullying, and difficulty adjusting to social situations. Higher levels of emotional intelligence and positive self-perception have been related to well-developed language and communication skills.

In addition, students who have hearing impairments display a wide range of behaviors both at school and at home. These behaviors include bad classroom behavior, low self-concept, high anxiety, low accomplishment, poor relationships with parents, teachers, and classmates, a lack of communication, and a number of other behaviors. They also have a tendency to associate in terms of relationships more with their hearing impaired peers than with their hearing peers. They also have a tendency to be in their circle with their hearing impaired peers rather than hearing peers, which is typically referred to as (deaf culture). This is a significant source of maladjustment because some of their needs, whether social or psychological, remain unsatisfied, which results in a reduction in their ability to adapt to their environment<sup>2</sup>.

Nevertheless, students with hearing impairment must overcome a number of obstacles, such as creating new social networks, managing their academic obligations, and adjusting to social society in a supportive setting. It was thought that many students experienced worry, a sense of inadequacy, and feelings of inferiority as a result of the academic and social environments in colleges (tertiary institutions). Therefore, college

students must make intellectual and social adjustments to the school environment in order to successfully complete their educational goals.

All students' persistence and later academic outcomes whether they have disabilities or not require people to adapt on a social and intellectual level, and this period of adjustment to new situations is frequently painful and occasionally so challenging that it causes young students and occasionally older ones to temporarily or permanently give up on strongly held goals. The organizational qualities of learning institutions, as well as the interaction between individual learners and the setting in which they are learning, are two potential factors that may have an effect on the academic success of those college students. The degree to which students with hearing impairments are able to adapt to the atmosphere of the institution and to society as a whole is an essential component in the process of outcome prediction.

The term "adjustment" refers to the behavioral process that allows humans and other creatures to maintain a balance between the many demands they have or between the needs they have and the limits imposed by their circumstances. Adjustment is essential to the quality of life. There is no mention made of the efficiency of the adjustment or the outcome in terms of whether it was successful or not while discussing or explaining the process of adjustment. Instead, the process of adjustment explores and describes how a person adjusts to themselves and their environment<sup>2</sup>. As individuals become older, it starts to happen in organizational behavior in the ordinary settings that people face at work, school, and at home. It bolsters a person's capacity to control their fundamental desires to a degree that is bearable, to have confidence in their own abilities, and to achieve the goals that they have set for themselves. Several different types of work are undergoing revolutionary shifts right now, which mean that in order to thrive, necessary adjustments need to be made.

It is also a process that occurs continuously in which one shifts in order to be in appropriate alignment with his surroundings, other people, and oneself. The major objective of the adjustment is to achieve a balance between one's wishes and the societal expectations that one must fulfill, which is something that impacts every part of one's life. As a consequence of this, the individual is able to respond correctly to any and all external stimuli in order to receive positive stimuli and positive reward. It is necessary to make adjustments to oneself or one's environment in order to keep up with the rapid pace of social change. If a person is unable to adapt to the ever-changing world around them, they will eventually be forced to rejoin society. As a consequence of this, the person must always be open to new experiences and perspectives in order for the adjustment to be successful<sup>3</sup>. It is widely noticed that the majority of teenage students with impairments, particularly those with hearing impairment, have difficulty adjusting in terms of their physical, mental, emotional, social, educational, and other requirements as a result of their disability. This is particularly true for students who have problems hearing<sup>4</sup>. Individuals are said to have achieved social adjustment when they have adapted to their surrounding social community. One way to adjust is to modify one's behavior in response to changes in the environment. To use the jargon of psychology, learning to get along with others might be thought of as an adjustment. When implementing social changes, it is essential to prioritize maintaining personal and societal peace and harmony. Therefore, adjustment maintains tranquility and harmony in family life, the classroom, the community, and the nation as a whole. Adjusting to new norms and values is a key part of the psychological process of social adjustment. Students who have a hearing impairment often struggle to find a balance between their own needs and the needs of others when adapting to social situations because of their disability, a challenge that is reflected in the psychological term "adjustment"<sup>5</sup>.

The concept that social adjustment might serve as a stand-in for psychological health is one that piques the interest of a good number of psychologists. A crucial measure of a person's level of social development is the degree to which they have adjusted to both themselves and the environment around them. This type of growth is acquired via interactions with other people, particularly with one's parents, peers, and instructors. On the other hand, the beliefs and standards held by each individual are unique, and conforming one's behavior to the societal mores that we all adhere to calls for some readjustment on the part of the individual. The individual's fundamental needs are not going to be satisfied unless the essential modifications are made. Being socially incongruent is one of the primary causes of isolation<sup>5</sup>.

Multiple settings allow for the examination of social adaptation. Although a trained sociologist may look at hearing loss in the context of deviance and stigma and see reflections of behavior that is viewed as abnormal, the degree to which each group or society views hearing loss as abnormal varies greatly depending on its own definition of normality. Somewhat arbitrarily, it may decide to approach the topic from the perspective of social maturity as it pertains to the development of one's capacity for autonomy. Or they could want to talk about it from a marginality perspective, or some other trite sociological framework<sup>6</sup>.

Personality development in both typically hearing and deaf children is significantly influenced by the process of social adjustment. In the context of children with hearing loss, who often struggle with language and emotion development, this becomes even more crucial<sup>7</sup>. More pupils with impairments (hearing impairment) have reported struggling to

meet the expectations of their peers and the demands of society. A lack of emotional intelligence and confidence may have contributed to this mental health issue<sup>8</sup>.

The significance of emotions in our daily lives cannot be overstated. Understanding how they influence the modifications we make to ourselves and our communities are crucial. Successfully achieving a goal often requires making some changes along the way. Researchers in the domains of education and psychology have paid a lot of attention to the concept of emotional intelligence. A possible explanation for this is the rising awareness that fostering emotional intelligence may aid people in many different areas of their lives and reduce the likelihood of misunderstandings. Emotional intelligence encompasses a spectrum of personality traits that influence how people react to and make sense of challenging situations. When we have a deeper understanding of emotions, we are more equipped to deal with the challenges that people face on a daily basis<sup>7</sup>.

Emotional intelligence may be broken down into three different categories: emotional competency, emotional maturity, and emotional sensitivity. Emotional competence is the skill and capacity to respond appropriately to emotional impulses produced by a variety of situations, such as having high self-esteem and optimism. Emotional competency may also be defined as the ability to respond appropriately to emotional impulses. One's level of emotional maturity may be inferred from the behavioral patterns utilized while dealing with oneself and the surroundings immediately surrounding one. It requires the aptitude and skill to properly judge one's own emotions as well as the emotions of other people, as well as the capacity to maintain a balance between one's emotional and mental states, as well as adaptability and flexibility, among other characteristics. Emotional sensitivity refers to the attributes of being extremely responsive as

well as defining the threshold for various sorts of stimulations that produce sensations, feelings, and emotions. The degree of emotional sensitivity possessed by an individual determines how well they are able to perceive the severity of an emotional arousal<sup>7</sup>.

It has been established that self-esteem is a phrase that is used to define an individual's overall evaluation of themselves, which may include feelings of self-worth. A person's self-esteem may be defined as their view of themselves as well as the degree to which they regard themselves. This fundamental concept of oneself has an effect on many facets of our lives, including the friendships we have, the accomplishments we have made, and the academic vocations we pursue. Having a greater self-esteem makes it easier to cope with the stressful events that occur in one's life. On the other hand, having a lower self-esteem is associated with increased rates of loneliness, peer rejection, aggression, crime, and psychopathology<sup>9</sup>.

Therefore, it is extremely important to maintain a good feeling of self-worth. As a general rule, persons with HI have a number of challenges, the most common of which are delays in speech and language development, issues with communication, and limited or nonexistent access to a world that is predominately controlled by sound<sup>9</sup>. It stands to reason that these people may also face higher challenges in regard to their feeling of self-worth. Hearing-impaired children may suffer a blow to their sense of self-worth as a result of difficulties such as unstable friendships and increased bullying. This may be the case because hearing-impaired children are more likely to be bullied. There is a correlation between improved language and communication skills and elevated levels of self-assurance. Cochlear implants (CIs) have been proven to dramatically modify and frequently boost outcomes in the aforementioned domains for deaf children who receive CIs but who receive

little to no benefit from traditional hearing aids. This is the case for deaf children who receive CIs but do not benefit from traditional hearing aids<sup>10</sup>.

It has also been proven that there is a connection between self-esteem and mental health, and it has been implicated in the diagnostic criteria for a number of mental health illnesses, including mood and anxiety disorders<sup>10</sup>. Low self-esteem in adolescents has been found to be an indication of poor long-term outcomes and impairments in functioning, as well as being connected with problem eating behaviors, trouble with peer relationships, and suicidal thoughts. These associations have also been found to be related to suicidal ideation. It is generally agreed upon that the detection and treatment of mental health issues at an early stage is of the utmost importance. Measures of self-esteem that have been developed specifically for an adolescent population are an important tool for identifying and assessing at-risk youth. This is because self-esteem can be seen as an indicator for how an individual approaches the challenges of adolescence, as well as suggestive of mental health status<sup>11</sup>.

Many people believe that self-esteem is multidimensional, meaning that it consists of several specific domains that are related to various aspects of life (such as perceived parental attention, social acceptance by peers, and physical appearance), in addition to a more general view of oneself, which is frequently referred to as "global self-esteem." Because adolescence is a transitional phase defined by significant emotional and behavioral changes, levels of self-esteem can fluctuate greatly across all of these distinct areas, but this is especially true during this stage of life: adolescence. As children become older, their parents tend to have less of an impact on their lives, while the opinions of their close friends and classmates become increasingly significant. Additionally, there is a heightened awareness of, and perception of, one's physical appearance. Although it has been posited that self-esteem

treatments do not directly enhance outcomes, being aware of these distinctions can benefit the caregiver when they are supporting or counseling the child<sup>12</sup>. Self-esteem interventions have been shown to have a positive effect on a child's academic performance, but they have not been shown to have a positive effect on a child's social or emotional development.

Therefore, a lack of social adjustment on the part of children who have hearing impairments might result in a significant setback for such students in terms of their ability to form relationships with other people in society. The attitude that other people have about these pupils is likely to be unfavorable in some respect. When other people have a poor image and perspective of a student, this can have a negative impact on the student's ability to socialize, as well as their academic achievement and other aspects of their lives. As a consequence of the disease, the majority of people who have a hearing impairment also have low emotional intelligence and self-esteem, according to observations that have been made. Negative emotional intelligence and low self-esteem frequently reflect in people's behaviors and attitudes, which has a detrimental effect on the quality of their day-to-day interactions with other people in their social lives<sup>12</sup>.

Findings have indicated that these individuals' lack of emotional intelligence and low levels of self-esteem are predictive of poor academic results and behaviors that are socially undesirable. Research has also demonstrated that these antisocial behaviors have the potential to impede the social adjustment and acceptability of the persons who engage in them. This is due to the fact that other people, particularly hearing peers in the individuals' institutions, may not be able to tolerate the antisocial behaviors of the individuals. Their emotional maturity and sense of self-worth are two factors that will determine how well they are accepted in society and how well they adjust. As a result, the purpose of this study was

to evaluate the relationship between emotional intelligence and self-esteem as a potential predictor of students' with hearing impairment levels of social adjustment at the Federal College of Education (Special) in Oyo.

## **1.2 Statement of the Problem**

Students with hearing impairment face numerous challenges, including developing a social support network, meeting various educational demands, and managing interpersonal and societal demands that are part of the college experience. The process of changing to one's social environment can be difficult and burdensome for many individuals who have a hearing impairment. This can result in social maladjustment, social withdrawal, isolation, feelings of inadequacy and incompetence, despair, and poor academic performance. Deficits in emotional intelligence and low self-esteem in students with hearing impairments have been linked to mood disturbances, anxiety, suicidal idealization, distress, eating disorders, and the ability to abuse substances. Previous research findings on differences in hearing impaired individuals' levels of global emotional intelligence and self-esteem reveal a scarcity of data on the more specific domains of emotional intelligence and self-esteem in college students with hearing impairment compared to hearing counterparts in this research. There have only been a handful of studies that have particularly looked at how students with hearing impairments do in terms of emotional intelligence and self-esteem. Therefore, this study investigated emotional intelligence and self-esteem as determinants of social adjustment of students with hearing impairment in the Federal College of Education (Special) Oyo.

## **1.3 Aim and Objectives of the Study**

The study aimed at investigating emotional intelligence and self-esteem as determinants of social adjustment of students with hearing impairment in Federal College of Education (Special) Oyo.

The objectives of the study were to:

- i. identify the level of social adjustment of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State;
- ii. identify the level of emotional intelligence of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State;
- iii. ascertain the state of self-esteem of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State;
- iv. examine the joint influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State; and
- v. determine the relative influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State.

#### **1.4 Research Questions**

The following research questions guided the study:

- i. What is the level of social adjustment of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State?
- ii. What is the level of emotional intelligence of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State? and
- iii. What is the state of self-esteem of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State?

### **1.5 Hypotheses**

The following null hypotheses were tested in this study at 0.05 level of significance

H<sub>01</sub>: There will be no significant joint influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State; and

H<sub>02</sub>: There will be no significant relative influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State.

### **1.6 Significance of the Study**

The significance of this study stems from the role of emotional intelligence and self-esteem and its significant impact on social adjustment of the students with hearing impairment, their personality, their understanding of themselves, and their interaction with the surrounding community, such as family and school in a positive manner.

It is hoped that the outcomes of the study would be helpful to students who are hard of hearing, instructors, those who work in special education (HI Unit), and counselling psychologists. It will help students who have hearing impairments adjust positively in areas where they are lagging behind as a result of their disability. It will also let them know that there is ability in disability. This will help them develop their sense of self-belonging, self-esteem, and emotional intelligence, which will help them become more socially adjusted as a result. It is also believed that the results of this study will assist teachers of children with special needs in their efforts to understand that the majority of these students with hearing impairment have problems with their emotional intelligence and self-esteem because of their disabilities, and these will affect both their social adjustment level and academic performance in comparison to students who do not have any disabilities. In these types of situations, teachers need to be prepared to assist students who have low emotional intelligence.

In addition, the results of this study ought to be useful to professionals in the fields of psychology, guidance, education, and social work so that they can provide possible support and assistance for a group of students who have hearing impairments in order to overcome the problem of low self-esteem and emotional intelligence and to assist them in fully adjusting to their new environments. In the end, the findings of this research will be useful in providing tools to detect the levels of emotional intelligence and self-esteem among the

hearing-impaired students. This will help other researchers to carry out studies that contribute to providing scientific knowledge of different aspects to figure out differences between the emotional intelligence and self-esteem of the hearing-impaired and other disabilities such as intellectual disability and visual immaturity. The results of this research will also be useful in providing tools to detect the levels of emotional intelligence and self-esteem among the hearing-impaired

### **1.7 Scope of the Study**

The study focused on emotional intelligence and self-esteem as determinants of social adjustment of students with hearing impairments enrolled in the 100, 200, and 300 level programmes at the Federal College of Education (Special) in Oyo. The participants included both male and female students with hearing impairments.

### **1.8 Limitation of the Study**

A major limitation was in the areas of communication and accessibility of students with hearing impairment encountered by the researcher in the course of carrying out the study. Also, students with hearing impairment in the university were not part of the study; this study would have had a dimension of comparison of variables of interest between college of education and the university. Despite these areas of limitation, the findings of this study are still adjudged to be valid.

### **1.9 Operational Definition of Terms**

Terms are defined according to their usage in this study. These terms include:

**Emotional Intelligence:** This is the capacity of students with hearing impairment to be aware of, control, and express their emotions, and handle interpersonal relationships judiciously and empathetically.

**Students with Hearing Impairment:** These are male and female learners in the Federal college of Education with a condition that reduces their hearing acuity and makes it impossible for them to perceive and interpret auditory signals (sound).

**Self-esteem:** This refers to students with hearing impairment self-report regarding their subjective evaluation of their own worth.

**Social Adjustment:** This is the degree to which students with hearing impairment engage in competent behaviour in their immediate social environment.

## Endnotes

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## **Chapter Two**

### **Literature Review**

The chapter reviewed the related literature on the study under the following sub- headings.

## **2.1 Conceptual Review**

2.1.1 Concept of Social Adjustment

2.1.2 Concept of Emotional Intelligence

2.1.3 Concept of Self –Esteem

2.1.4 Concept of Hearing Impairment

## **2.2 Theoretical Framework**

2.2.1 Erikson’s Psycho-Social Development Theory

2.2.2 Vygotsky’s Theory of Social Development

2.2.3 Social Cognitive Theory

## **2.3 Review of Empirical Study**

2.3.1 Emotional Intelligence and Social Adjustment

2.3.2 Self Esteem and Social Adjustment

## **2.4 Conceptual Model**

## **2.5 Summary of Gap in Literature Reviewed**

## **2.6 Endnotes**

### **2.1.1 Concept of Social Adjustment**

Adjustment is the outcome of a continual interaction between the individual's requirements and the environmental restrictions of the context in which the needs are to be realized. This interaction takes place in order for the individual's needs to be met. It is an ongoing process in which an individual strives to establish a more harmonious relationship with his environment by modifying the behaviors he engages in. The term "adjustment" refers to the process that allows living creatures to keep a stable balance between their requirements and the external factors that influence whether or not those requirements can be met. "The process of discovering and approving appropriate environmental behaviors or the modification of the environment is referred to as the act of adjusting," The term "adjustment" refers to the process of altering one's behavior in order to establish a beautiful partnership by utilizing one's social skills or setting<sup>1</sup>. The process through which a living creature keeps a balance between its own requirements and the conditions of its environment is also known as adjustment. It is an accommodation that takes into accounts both the requirements of the person and those of the community in which they reside. Making adjustments is necessary in order to have a life that is full of joy and success. All parts of a person's life, beginning with birth and continuing until death, call for healthy adjustment.

The term "adjustment" may also be used to describe the process by which people and other creatures strike a happy medium between their diverse goals and needs and the limitations imposed by their environment. Without addressing the success or failure of the adjustment, the adjustment process describes and explains how a person adjusts to his or her environment. It's a way of life that helps us stay organized while we go about our daily lives at home, in the classroom, on the job, and as we become older. It encourages one to believe in oneself, overcome self-doubt, and take action toward one's goals. Many sectors are currently undergoing revolutionary shifts, making flexibility essential for survival<sup>2</sup>.

Moreover, adjustment is a never-ending process that necessitates alterations to reach appropriate harmony with one's environment, other people, and oneself. The primary objective of adjustment is to achieve a state of harmony between an individual's wants and the constraints imposed by society. In this way, the person is able to respond effectively to all environmental signals, increasing their chances of receiving reward and positive cues. To adapt to today's rapidly evolving culture, one must either change himself or his immediate environment. If they can't adjust to new circumstances, people will leave them behind. This means that the one undergoing the change must be consistently flexible. Most adolescents have trouble coping to the rapid changes taking place in their bodies, minds, emotions, social lives, and education during this time.

The degree to which an individual is able to build a balanced connection between their desires and the environmental limitations, including physical, social, and emotional limits in the satisfying of those needs, is accordingly regarded to be a measure of that individual's adjustment. This is because the degree to which an individual is able to develop a balanced relationship between their wants and the environmental constraints is a measure of that individual's ability to adapt. As a result, the concept of "adjustment" denotes a wide concept that explains how efficiently a person handles the many demands that are present in a particular context. A person is constantly adjusting his behavior in order to cultivate a more congenial connection with his surroundings and to bring about greater internal harmony.

Every individual is expected to learn how to alter their behavior, emotions, and dispositions in order to strike a balance between the numerous situational pressures that they face in various aspects of their existence. This is an expectation that is placed on everyone

universally. It is necessary for a person to have the capacity for adjustment in order to have a balanced life that is individually satisfying, socially acceptable, and economically productive. Education is intended to assist individuals in developing the capacity to adjust to their surroundings, which, in a broad sense, includes both the psychosocial and the physical environments. This is one of the goals of education. Adjustment is emphasized as a primary objective of education on the grounds that our surrounding environment is in a constant state of flux, that people should strive to live in equilibrium and concord with their surroundings, and that the ability to cultivate such an aptitude may be acquired via instruction<sup>1</sup>.

Every person is expected to learn how to adjust their behaviour, emotions, and dispositions in order to balance out the various situational demands that they experience in various areas of their lives. It takes a certain amount of adaptability to lead a life that is gratifying on all fronts (personally, socially, and fiscally), but it is possible to do so. The ultimate purpose of education is to provide students with the adaptability and resourcefulness necessary to be successful in any environment, whether it be in the job, at home, or elsewhere. Adjustment is stressed as a goal of education on the grounds that our environment is always changing, that an individual should maintain a balance and harmony with the environment, and that the capability to acquire such a skill can be learned. Specifically, the grounds for this emphasis are as follows: our environment is continually changing<sup>1</sup>.

### **Nature and Types of Adjustment**

The goal of adjustment is to make a person feel completely at home in his surroundings. Only a mentally sound person or man can display it; this adjustment enables

one to be content no matter what the situation. A person attempts to balance his needs and circumstances through the process of adjustment.

**Emotional Adjustment:** Emotions play a significant role in a person's adjustment to himself and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions appropriately and at the appropriate time.

**Health Adjustment:** If a person's physical growth and abilities are in line with those of his peers, he should be adjusted with health and physical aspects soundly. If he does not experience any obstacles to his progress because of flaws or limitations in his physical organs, he should have full opportunity to be adjusted.

**Family and Adjustment:** We all agree that a person's home is the place where they feel the most secure and fulfilled. However, relationships within families and how they behave have a significant impact on how well a person adjusts; problematic and delinquent behaviour, in particular, is often the result of poor upbringing and an unfriendly home environment.

**Social Adjustment:** A person's social surroundings can predict social adjustment. Being social enough to live in harmony with other social beings and to feel obligation and responsibility for one's fellow citizens, society, and nation is a prerequisite for social adjustment.

Social adjustment is thus described as a person's adaptation to their social environment. One way to adjust is to change one's environment or one's attitude toward the circumstance. The process through which a person strives to conform to the expectations, values, and customs of a society in the hope of gaining that society's approval is referred to as social adjustment. It is also possible to think of it as a psychological process that involves adapting to new standards and principles in one's life. In psychological parlance, the term

"adjustment" refers to a person's capacity to interact successfully with other members of society. When making changes to society, it is essential to do so while preserving personal and societal peace and maintaining an atmosphere of calm. As a consequence of this, adjustment contributes to maintaining peace and harmony in various settings, including the household, the classroom, society, and the nation as a whole. The psychological process of social adjustment typically entails adjusting to new standards and ideals. Making the best effort to get along with other society members can be referred to as adjustment in the technical terminology of psychology<sup>2</sup>.

Everyone has to be able to adjust their actions, feelings, and attitudes to fit the requirements of their surroundings, since this is a talent that is necessary for survival in today's world. It takes a certain amount of adaptability to lead a life that is gratifying on all fronts (personally, socially, and fiscally), but it is possible to do so. The ultimate purpose of schooling is to instill in one's pupils the adaptability and resourcefulness necessary to be successful in a broad variety of environments, both social and physical. Adjustment is stressed as a goal of education<sup>1</sup> on the notion that our environment is continually changing, that an individual should maintain balance and harmony with the environment, and that the capacity to acquire such a skill can be taught. This theory is based on the belief that our environment is continuously changing.

Every individual is expected to learn how to alter their behavior, emotions, and dispositions in order to strike a balance between the numerous situational pressures that they face in various aspects of their existence. This is an expectation that is placed on everyone universally. It is necessary for a person to have the ability to adapt in order to have a balanced life that is personally satisfying, socially acceptable, and economically profitable.

Education is intended to assist individuals in developing the capacity to adjust to their surroundings, which, in a broad sense, includes both the psychosocial and the physical environments. This is one of the goals of education. Adjustment is emphasized as a primary objective of education on the grounds that our surrounding environment is in a constant state of flux, that people should strive to live in equilibrium and concord with their surroundings, and that the ability to cultivate such an aptitude may be acquired via instruction<sup>1</sup>.

### **Nature and Types of Adjustment**

The goal of adjustment is to make a person feel completely at home in his surroundings. Only a mentally sound person or man can display it; this adjustment enables one to be content no matter what the situation. A person attempts to balance his needs and circumstances through the process of adjustment.

**Emotional adjustment:** Emotions play a significant role in a person's adjustment to himself and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions appropriately and at the appropriate time.

**Health adjustment:** If a person's physical growth and abilities are in line with those of his peers, he should be adjusted with health and physical aspects soundly. If he does not experience any obstacles to his progress because of flaws or limitations in his physical organs, he should have full opportunity to be adjusted.

**Family and adjustment:** We all agree that a person's home is the place where they feel the most secure and fulfilled. However, relationships within families and how they behave have a significant impact on how well a person adjusts; problematic and delinquent behaviour, in particular, is often the result of poor upbringing and an unfriendly home environment.

**Social adjustment:** A person's social surroundings can predict social adjustment. Being social enough to live in harmony with other social beings and to feel obligation and responsibility for one's fellow citizens, society, and nation is a prerequisite for social adjustment.

Social adjustment is thus described as a person's adaptation to their social environment. One way to adjust is to change one's environment or one's attitude toward the circumstance. The process through which a person strives to conform to the expectations, values, and customs of a society in the hope of gaining that society's approval is referred to as social adjustment. It is also possible to think of it as a psychological process that involves adapting to new standards and principles in one's life. In psychological parlance, the term "adjustment" refers to a person's capacity to interact successfully with other members of society. When making changes to society, it is essential to do so while preserving personal and societal peace and maintaining an atmosphere of calm. As a consequence of this, adjustment contributes to maintaining peace and harmony in various settings, including the household, the classroom, society, and the nation as a whole. The psychological process of social adjustment typically entails adjusting to new standards and ideals. Making the best effort to get along with other society members can be referred to as adjustment in the technical terminology of psychology<sup>2</sup>.

The concept of social adjustment as a significant predictor of one's psychological health is one that piques the curiosity of a lot of psychologists. Social growth is the most essential component of a person's development since it is the portion that is internalized via one's connections with other people, most notably with one's parents, classmates, and teachers. The capacity of an individual to adjust, not just to himself but also to other people,

is one indicator of their level of social development. The process through which a person strives to conform to the expectations, values, and customs of a society in the hope of gaining that society's approval is referred to as social adjustment. It is a procedure that includes a psychological aspect in its workings. As a crucial sign of one's psychological health, social adjustment is something that a lot of psychologists are interested in studying. It is the assessment criterion of social growth connected to the person's adjustment with oneself or herself and others, and it is the most significant component of one's development. Social growth is obtained via connections with others, notably with parents, classmates, and teachers, and it is the most essential feature of one's development<sup>3</sup>.

Increasing many of today's schoolchildren are unable to meet the expectations of mainstream culture. The student's home, school, personal experiences, cultural impact, peer group, and the student's own wants and motivations might all have contributed to the development of this psychological issue. Students who struggle with social adjustment may experience significant difficulties in their interpersonal connections. People would look down on these pupils for many reasons. A student's mental and emotional health might suffer if other people have a poor impression of him or her, which can have repercussions in areas like socializing and academic achievement.

There are four criteria that may be used to establish the extent to which a person has attained a good measure of social adjustment. These criteria are as follows:

1. Outward appearance based on attitudes and behaviour Individuals will be accepted as members of a group if their social behaviour conforms to the standards of the group or meets the group's expectations. It may be observed from self-actualization, which is a process of being ourselves and being able to develop our properties and potential;

interpersonal interaction skills; and being able to open oneself up to others, as well as being ready to receive and impart knowledge or information to others. All of these things contribute to an individual's capacity for self-actualization. Adaptation to social life in a variety of groupings People are able to adjust successfully to a wide variety of groups, including groups of their peers and groups of adults. It is possible to make this goal a reality by working together with a group whose participants support and stimulate one another to accomplish positive outcomes; carry out the obligations of the well; share; and are driven to perform good deeds and are loyal to one another in friendship;

2. Cultural norms Good social adjustment is facilitated by positive behavior toward others, engagement in social activities, and the ability to function effectively in groups. To achieve this, one must take part in group activities, show compassion, and treat others with dignity;
3. Satisfaction with Oneself People should have flexible social skills that allow them to enjoy a wide range of interpersonal relationships and activities. It manifests itself via having faith in oneself, practicing self-control, and pursuing a life of significance<sup>3</sup>.

### **2.1.2 Concept of Emotional Intelligence**

Every one of us is an individual with our own set of quirks, preferences, and methods for expressing our feelings. We need to use our wits and cunning to make it through this, especially if we want to be successful. The ability to read and manage one's emotions is essential here. Emotional intelligence is the ability to recognize your feelings, interpret their meaning, and control their impact on yourself and others. Our emotional states are crucial to

our survival. It is vital that we comprehend how they influence our personal and social readjustments. Understanding other people's emotions and using that knowledge to successfully navigate social situations is a key component of emotional intelligence. Those who score high on the emotional intelligence scale tend to excel in many areas of life. They have an easier time in life than those who are quick to rage or upset since they are adept at making other people happy.

The ability to reason and discover answers to problems by employing one's emotional intelligence (EQ) is defined as the capability to not only understand the interrelationships between feelings but also their meanings. A person's emotional intelligence may be measured by their capacity to recognize and understand facial expressions, body language, and verbal expressions of emotion, as well as their ability to control their own emotions and those of others. Studies on social skills, interpersonal competence, psychological maturity, and emotional awareness, all of which are linked to emotional intelligence, have been conducted for decades, long before the term "emotional intelligence" was coined. These investigations were performed with the hope of gaining a deeper comprehension of emotional quotient. To be more specific, a person's level of success in life is closely correlated with their emotional intelligence, which is in turn linked to their self-esteem, self-awareness, compassion, empathy, and adaptability. A person's ability to lead others, communicate clearly, and forge strong connections in both their professional and personal lives depends on their emotional intelligence. It is also claimed to entail the processing of information on both behaviours with emotional overtones as well as information directly related to emotion (such as one's own mood) (e.g., violent behaviours)<sup>3</sup>.

The extent to which one's biological, psychological and social circumstances shape their level of emotional intelligence is open to debate. It was thought to be a reliable indicator of future achievement in all spheres of life. Interest in emotional intelligence as a tool to enhance students' personal growth, social adaptation, and academic performance has grown rapidly in recent years. Emotional intelligence is the capacity to recognize and manage one's own feelings. If we have a strong capacity for emotional intelligence, we are cognizant of our present emotional state. In addition, we know how to alter our feelings in response to various stimuli. Developing our emotional intelligence helps us take better care of ourselves and those around us.

Emotional intelligence has been the focus of several studies in the disciplines of education and psychology. The rising popularity of emotional intelligence as a means to personal achievement and world peace via better communication may be to blame. A person's capacity to deal with and make sense of life's challenges depends, in large part, on their emotional intelligence. Yet research suggests that EQ—not IQ—plays a more significant role in our overall success. Everyone knows someone who does well academically but has trouble getting along with others and advancing in their career. They aren't emotionally intelligent. The vast chasm that exists between knowing something and doing anything about it is something that most of us are aware of. There are many things we know and want to do that we either can't or won't do while we're under stress. In order to learn about emotional intelligence in a way that causes change, we need to activate the emotional areas of the brain in ways that link us to others. Learning in this way is dependent on the senses, specifically sight, sound, and touch. Emotional intelligence can't be taught in a classroom and requires hands-on experience and sensory, nonverbal learning in addition to textbook knowledge.

Success in both the professional and personal spheres may be predicted by an individual's emotional intelligence (EQ), often known as EI or EQ. EI competencies, such as intrapersonal and interpersonal communication skills, include things like empathy, intuition, creativity, adaptability, resilience, stress management, leadership, integrity, happiness, and optimism. There is a substantial body of work in the fields of personality and social psychology upon which the concept of emotional intelligence rests. The three most used methods for measuring emotional intelligence were created by Reuven BarOn, Daniel Goleman, and Jack Mayer, as well as Peter Salovey and David Caruso. EI models vary in how they apply the core concept that social and personal abilities are necessary for a productive existence, but this premise is consistent across all EI frameworks. And studies have shown that EI is beneficial for businesses as well as their employees.

In addition, intelligence has been found to be activated and improved by the integration of one's emotions with rationality, which is what emotional intelligence is. Although high IQ is necessary, several studies have found that just average or above-average emotional intelligence is all that's needed to excel in one's career. There has been a lot of study on emotional intelligence. Psychologists have tried many different methods in their search for emotional intelligence<sup>4</sup>.

Recent years have seen a rise in interest in the role that students' emotional intelligence plays in their academic and social development at school. In terms of their emotional receptivity, emotional memory, emotional processing, and emotional learning potential, every human being is born with some natural emotional intelligence. Similarly, every kid has a certain amount of innate intelligence that develops and expands as they become older and gather life experience. The potential might grow or wither depending on

the circumstances of one's life. Emotional intelligence is a newer concept in the study of intelligence. The concept of emotional intelligence implies that human beings possess both high levels of logical and emotional reasoning. An individual's success and day-to-day interactions with others are dictated by their level of emotional intelligence. Numerous studies have shown the importance of emotional intelligence in everyday interactions and adjusting to new situations<sup>4</sup>.

### **Branches of Emotional Intelligence**

Emotional intelligence was broken down into its constituent parts, which the suggested model categorizes as "perception of emotion," "ability to reason using emotion," "ability to understand emotion," and "ability to manage emotion"<sup>5</sup>.

- 1. Perceiving Emotion:** The first thing you need to do in order to comprehend feelings is to appropriately observe them. It's possible that this will require a comprehension of nonverbal cues like body language and facial emotions in many different scenarios.
- 2. Reasoning with emotions:** The next stage is to make use of different feelings in order to stimulate thinking and mental activity. Emotions play a role in the prioritization of what we pay attention to and how we react; we have emotional responses to things that catch our attention.
- 3. Understanding Emotions:** There is a broad range of interpretations that might be attached to the feelings that we experience. The observer has a responsibility to speculate on the reasons why someone is upset and what it may possibly signify if they continue to display furious feelings. For instance, if your boss is behaving irate, it might be because he is unhappy with the work that you have done. However, it

could also be because he received a speeding ticket on his way to work that morning or because he has been arguing with his wife.

4. **Managing Emotions:** One of the most important components of emotional intelligence is the capacity for successful emotion management. The ability to respond correctly to one's own emotions as well as to the emotions of other people is an essential component of effective emotional management. "arranged from more basic psychological processes to higher, more psychologically integrated processes," is how the authors describe the structure of their model's four different branches. For instance, the ability of sensing and expressing feelings are considered part of the lowest level branch because of their relative simplicity. On the other hand, the most advanced level of the branch is concerned with the conscious and reflective modulation of emotion<sup>5</sup>.

### **Characteristics of Emotional Intelligence**

Daniel Goleman, a psychologist from the United States, devised a model that defines emotional intelligence based on the following five components:

1. **Self-Awareness:** People who are high in emotional intelligence typically have a strong sense of self-awareness. They have a healthy understanding of their sentiments, and as a result, they do not allow those feelings to dictate their behavior.

They are self-assured due to the fact that they put their faith in their hunches and don't allow their feelings get the best of them. They are also willing to examine themselves in an open and candid manner. They are aware of both their strong points and their weak points, and they focus their efforts on improving the areas in which they struggle. Self-awareness is often considered to be the single most significant component of emotional intelligence by a large number of individuals;

2. **Self-Regulation:** This is the capacity to reign in one's feelings and one's inclinations. People who are able to self-regulate their emotions often do not let themselves become overly angry or envious, and they do not make hasty or thoughtless choices. They deliberate before taking any action. Being mindful, being able to adapt to change, having integrity, and having the ability to say "no" are all characteristics of self-regulation.
3. **Motivation:** People who possess a high level of emotional intelligence almost always have a strong drive to succeed. They are prepared to sacrifice short-term outcomes in order to ensure their success in the long run. They are incredibly effective in anything they do, are known for their high levels of productivity, and like a good challenge;
4. **Empathy:** This is perhaps the second most significant aspect of emotional intelligence after being able to identify your emotions. The capacity to identify with and comprehend the desires, requirements, and points of view of individuals in your immediate environment is what we mean by empathy. People who have empathy are adept at identifying the sentiments of others, even when those feelings may not be visible. Empathy is a trait that can be developed. As a consequence of this, persons who are empathic are typically very good at managing relationships, listening, and

interacting to other people. They steer clear of generalizations and snap judgments, and they conduct the entirety of their life in an open and forthright manner;

5. **Social Skills:** Another indication of great emotional intelligence is the ease with which one can converse with and get along with others who have strong social skills. People who are good at interacting with others are often good team players. They are more concerned with the growth and success of others around them than with their own advancement. They are experts at creating and sustaining relationships, can handle conflict resolution, and are outstanding communicators. They can also manage disagreements. Emotional intelligence may be a crucial factor in one's success in many aspects of life, including one's professional life. The capacity to manage people and relationships is highly essential in the workplace, and as a result, growing your emotional intelligence and making effective use of it in the workplace can be strong indicators of whether or not you will find employment<sup>5</sup>.

### **Approaches to Emotional Intelligence**

Emotional intelligence (EI) theories generally fall into one of two categories. Specific Ability methods explore relatively distinct mental skills that process emotional information, whereas Integrative Model approaches define broad frameworks of mental abilities that incorporate talents from many EI domains. A third method for assessing EI is the mixed model approach, so named because it takes into account a wide range of characteristics.

Specific-ability methods put the emphasis on a certain skill or set of talents that are capable of being regarded as essential to EI. Some specialized ability models investigate the ways in which feelings contribute to thought processes. For instance, people's feelings could cause them to prioritize their thoughts or enable them to make better decisions<sup>6</sup>. A person who reacts emotionally to significant events is more likely to pay attention to the elements of their life that are most essential. On the other hand, if the individual is continuously annoyed, for example, by her subordinate's little clerical errors, then it is possible that bigger matters that are more essential will not be addressed<sup>7</sup>. In addition, some feelings might be responsible for the development of particular ways of thinking. For instance, studies have shown that people who experience good emotions are more creative in certain settings<sup>6,8</sup>. One component of being able to facilitate emotions is having the ability to both include and omit emotions from one's mental processes.

An additional group of special ability models pertains to one's capacity for emotional thinking and comprehension. Feeling- appraisal scholars, for instance, have established decision criteria for connecting a certain feeling to the category of circumstances that has produced it. For instance, if a person is experiencing fear, it is highly likely that they are in the midst of a scenario that is dangerous, prompting them to entertain the idea that something horrible may occur, and inciting a desire to flee the circumstance. The appropriate naming and classification of sentiments is a process that is intertwined with such evaluations. Theorists have posited that emotionally intelligent reactions may be characterized by characteristics like correct appraisal<sup>9</sup>. If a person's evaluation process is flawed, then it is possible for that person to misunderstand an event or the repercussions of the event and respond in a manner that is not suitable. Emotional self-management is yet another key ability area that should be considered. Both the clinical results that one's

emotionality might become more positive by reframing perceptions of events and the understanding that persons often exercise great emotional self-control when they are working contributed to the development of this field of study.

Integrative models of emotional intelligence, on the other hand, base their central tenet on the notion that achieving an overall feeling of emotional intelligence requires combining a number of distinct talents. According to the Four-Branch Model, Emotional Intelligence is the ability to combine skills in the following areas: properly recognizing emotion; using emotions to help cognition; comprehending emotion; and controlling emotion. It is generally accepted that each of these facets develops beginning in early life and continuing onward. For instance, when it comes to recognizing emotion, a person's capacity to perceive fundamental emotions in faces is likely to come before their ability to detect the faking of emotional expressions. This is because simple emotions are easier to read than more complex ones. When you improve your abilities in one domain, say recognizing feelings, those abilities will also improve in other domains, like comprehending and controlling feelings. In addition, the concept that EI necessitates conformity to social norms is essential to the functioning of the four-branch model.

Izard's Emotional Knowledge Test is another integrative approach to EI. EKT focuses on emotional perception and comprehension in particular. In fact, it prefers to refer to emotional knowledge rather than emotional intelligence. Mixed Model approaches to emotional intelligence have been advocated by some psychologists as an alternative to the more classic Specific Ability Model and Integrative Model approaches to the area of EI. These types of models incorporate characteristics that are not primarily centered on emotional reasoning or emotional knowledge, such as the urge for accomplishment,

assertiveness, and adaptability. These methods for assessing Emotional Intelligence make use of extremely wide definitions of EI, which may encompass "non-cognitive capability, competency, or skill" and/or "emotionally and socially intelligent behavior" and "dispositions from the personality domain." In a more concrete sense, the majority of the measures that fall under this category evaluate one or more EI characteristics, such as accurate emotional perception, but they also incorporate, to varying degrees, additional scales of happiness, stress tolerance, and self-regard; adaptability, (low) impulsiveness and social competence; and creative thinking, flexibility, and intuition versus reason.

Last but not least, a well-liked EI model is Daniel Goleman's, which suggests that people have varying degrees of innate emotional intelligence that influence their capacity to acquire certain emotional skills. These emotional competencies are not intrinsic skills, but rather skills that may be cultivated via practice and training to produce exceptional results. The concept emphasizes EI as a collection of competences and skills that underpin effective management. It describes the following four EI concepts: Awareness of oneself, including the capacity to interpret and understand one's own feelings and the role they play in making decisions; Emotional and impulsive regulation, as well as flexibility in the face of uncertainty, are key components of effective self-management. Being socially aware entails being in tune with other people's feelings, interpreting social cues, and responding appropriately. Relationship management is the art of fostering creativity and growth in others while resolving disagreements.

### **Strategies for Fostering Emotional Intelligence**

Emotional intelligence is not innate. It can develop as one matures. If left to chance, the adverse social conditions and anti-emotional climate may stifle its

development. Some teaching strategies and existence of an emotionally positive climate can facilitate the development of emotional intelligence among students with hearing impairment. This part of research has been devoted to teaching strategies and characteristics of climate that is congenial for fostering emotional intelligence<sup>9</sup>.

### 1. **Emotional Training Model:**

The four phases for this model are as follows:

- a. **Identify:** Most of our frustration stems from an inability to identify what we feel. We should first recognize our feelings. This allows us to accept our feelings;
- b. **Claim:** After developing the ability to identify and name our feeling, we should communicate them in a way that others can understand our emotions. We should learn to express our emotions, own them and try to transmute them;
- c. **Train:** We should welcome conflict. It is not good to see it as threatening and react to it in haste. It is desirable to respond to it calmly in order to find a solution to it;
- d. **Aim:** Living with a sense of wound should not be our approach to life. We should try to have a balance by using empathy and refraining from the acts blaming and shaming. Trying to communicate constructively and resolve conflicts peacefully provides the needed emotional strength to us. As a result we lead emotionally stable and successful lives.

### 2. **Strengths, Weaknesses, Opportunities and Threats Analysis**

Every session devoted to strategic planning should include a thorough examination of the company's SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. When we are working on a project, in a group, within a department, or for an organization, it

is essential to take an honest look at our capabilities as well as the possibilities and challenges that we face.

CBT, or cognitive behavioral therapy, is sometimes described as taking a "bottom-up" or "bottom-up" approach to the resolution of psychological issues. The ideas of Epictetus and Buddha form the foundation of this system. Both of them place a significant amount of emphasis on the idea that the things that happen to us, rather than the events themselves, are the source of our anxiety and unease. Both of them emphasized the need of remaining calm and accepting of whatever comes our way, while conserving our focus and energy for circumstances in which we have a reasonable chance of influencing the way things play out. The latter premise is shown by what is common knowledge.

The following methods and techniques are implemented in cognitive behavior therapy:

- a. Altering one's way of thinking (automatic thoughts): "Automatic thoughts" are ideas that come to one's mind without any effort on the part of the thinker. We might not even know they exist unless we actively seek them out. They might have a small or large effect on our emotions and actions. It's hard to say for sure. When this occurs, there may be positive, negative, or neutral results. The vast majority of our thoughts have the destructive ability to severely damage our lives. CBT teaches us how to recognize these destructive thinking patterns and gives us tools for dealing with them.
- b. Cognitive modification (maladaptive schemas): It is possible that our unconscious conceptions have a common thread (a "schema") that we are not consciously aware of. Subtle but major influences on our way of thinking take the form of deeply held beliefs, worldviews, and assumptions. Some typical negative self-beliefs include:

"The world is a pointless place" and "I am not a likeable person." It is crucial that we learn to identify these broad and persistent ways of thinking and develop the skills necessary to avoid being deceived by them.

- c. Some faulty schemas are widely held in modern culture, and this is an example of cognitive remodeling (irrational notions). There is a widespread notion that needing other people's love and approval all the time is essential. We should criticize, condemn, and punish severely those who purposefully harm us or participate in other sorts of wrongdoing because they are repulsive, horrible, and evil.

### **3. Relaxation training**

When you're not stressed or flustered, you can focus more clearly and enjoy yourself more while getting things done. Learning to relax is essential if we tend to feel worried, irritated, or resentful. Emotional reactions that are giving us trouble can be mitigated by relaxation.

### **4. Mindfulness**

How we believe can have an impact on how we feel. The way we think is profoundly affected by how we feel. Chemical substances like drugs, alcohol, and nicotine can be avoided as a habit that alters mood and feeling. Mindfulness, or paying attention without passing judgment, is a talent that can be learned and developed.

### **5. Desensitization**

Desensitization techniques can help reduce too intense emotional responses to triggers like loud noises, bright lights, or certain foods. Simply put, this means putting ourselves in danger while in a calm or "mindful" frame of thought. Before tackling such

circumstances head-on (in vivo desensitization), it might be helpful to practice being in them in the mind (in vitro desensitization).

## **6. Behavioral activation**

We often try to avoid typical activities in depression and anxiety disorders, either to minimize mental anguish or because we lack normal energy. The effects of sadness and anxiety are exacerbated and prolonged. Behavioral activation is a method of getting out of bed and getting active so that we may enjoy more of life's pleasures that we have been losing out on while we have been striving in vain to avoid pain. In other words, "Do better now, feel better later." It has the potential to alter depressed thinking patterns just as well as intentional cognitive restructuring.

## **3 Concrete a positive climate**

Emotional intelligence activities should be made an integral part of the curriculum. There is no need to have separate subject or skill training programme. It has only remained "By integrating relevant teaching strategies that invoke meaningful learning on the part of students, we can help students gain insight into their own emotional intelligence. As the emotional understanding of an individual goes up, so does academic performance, improved social skills, problem solving ability, and self-worth. Doty has developed a "No Fear Plan" which is characterized by no possibility of emotional pain, relevant emotional learning in which students value, discuss and validate their own feelings and the feelings of others, students' engagement in eliminating activities, opportunities for knowing intellectual strengths of oneself and others, realistic choices in academic and emotional learning, and respect for the feelings of oneself and others. It will also be very useful to ask children to tell whether they need a special help in the situations like-bullying,

panicking, attacking, teasing, interrupting, belligerence, disrespect, verbal threats, physical threats, withdrawing, cheating, poor impulse control, etc.

### **2.1.3 Concept of Self –Esteem**

Self-esteem is one of the few personality qualities that, throughout the brief history of psychology, have received a greater amount of theoretical and empirical attention than other personality traits. According to Heine and Lehman's findings, during the course of the last 35 years, there have been over 18,000 pieces of study published on the subject of self-esteem. The level of interest shown by psychologists in topics pertaining to self-esteem has seen a significant uptick as of late. The topic of self-esteem has been the subject of a significant amount of research and writing in the discipline of psychology. Extensive study has been conducted in the fields of clinical, developmental, personality, and social psychology for nearly a century on the role of self-esteem in these subfields. People have a tendency to exaggerate the significance of self-esteem, to the point where low self-esteem is viewed as the cause of all negative things, and high self-esteem is seen as the source of all positive things.

When someone has strong self-esteem, they have a positive outlook on themselves as a whole and their own abilities. He proceeded by stating that a person with healthy self-esteem appreciates themselves and respects themselves as a person, both of which are signs of healthy self-esteem. One's judgments of their own value and the degree to which they have positive or negative attitudes about themselves are both factors that contribute to an individual's self-esteem. Other components of self-esteem include self-respect and self-confidence. The manner in which an individual rates their own abilities, skills, and social connections is directly related to their feeling of self-worth<sup>10</sup>.

It is possible to think of a person's self-esteem as a global measurement of self-evaluation that incorporates both logical judgments of one's overall value and the emotional experiences that are linked with that value. In a similar manner, one's self-esteem is founded on an evaluation of themselves and the following emotional response to that evaluation. There is not a single definition or theory of self-esteem that does not incorporate both an objective and a subjective dimension. The term "self-esteem" can refer to one of three distinct concepts depending on the surrounding circumstances. a global or trait self-esteem to refer to the way that people typically feel about themselves, and consequently feelings of affection for themselves; self-evaluation to refer to the way that people evaluate their various abilities and attributes; and feelings of self-esteem to refer to transient emotional states, for example, a person might say that her self-esteem was sky-high after getting a big promotion, or his self-esteem might have plummeted after getting a divorce<sup>10</sup>.

### **Self-Esteem Dimensions and Factors**

Individuals' perceptions of themselves in relation to their social status, racial or ethnic group, physical attributes, athletic abilities, and occupational or academic achievement all contribute to their overall sense of self-esteem. Many theoretical categories have been developed to categorize the many forms of self-esteem, such as contingent, non-contingent, explicit, implicit, authentic, false, stable, and unstable. Some writers have seen self-esteem as a unidimensional, global quality, whereas others have viewed it as multidimensional, with several components (such as performance, social, and physical self-

esteem). Self-respect is the belief that one has the right to be happy and the conviction that people deserve of the respect, love, and self-fulfillment that seeming in their lives; and self-efficacy, the belief that one can think, learn, choose, and make correct decisions; and overcome challenges and produce changes<sup>10</sup>.

### **Building Confidence in Oneself**

Building confidence is likely to take some time. It's linked to the maturation of one's sense of self and conscience. Changes in status, retirement, and the nature of one's duties and responsibilities can all contribute to periods of decline in quality of life throughout the lifespan. This is especially true during periods of transition from one stage to the next. Adolescents may experience a dip in self-esteem, but young adults benefit from a boost.

The affective model of self-esteem development postulates that high self-esteem individuals are endowed with the capacity to promote, defend, and restore emotions of self-worth after self-esteem has evolved in response to relational and temperamental influences throughout early childhood. Numerous studies have shown the significance of early life experiences in shaping an individual's personality. Researchers Rosenberg and Cooper'smith found that adolescents with high self-esteem also had parents who are prepared to let them have some independence and responsibility<sup>11</sup>.

Adolescence is a pivotal time for the development of an individual's sense of worth. Parents and educators may both play a role in helping children develop a healthy sense of self-worth. The adolescent's demeanor and performance in the classroom and at home are reflective of his or her degree of self-esteem. Adolescents who have a healthy sense of self-worth exhibit the following traits: they are able to persuade others to adopt their point of view and behavior; they are fearless in the face of novelty; they accept early responsibilities;

they accurately assess situations; they express positive emotions about themselves; and they exercise self-control and a firm faith in their own abilities. As a result, adolescents are particularly vulnerable to the effects of low self-esteem, as this time of life is essential for the formation of a unique sense of self. Conversely, having a strong sense of one's own worth can play a significant part in fostering healthy adaptation<sup>11</sup>.

### **The Benefits of Self-esteem**

Personality-wise, self-esteem is connected to ideas of self-perception and -awareness. One might think of a continuum or a bipolar dimension that encompasses all personality dimensions, including self-esteem. The range of student achievement represented by this spectrum of individual variance is considerable. A need for esteem exists in every human being. Having a high sense of self-worth is crucial to experiencing joy in life. Researchers have shown that one of the most essential factors in mental health is self-esteem. William James, a pioneer in Western psychology, highlighted the need of self-respect as far back as 1890. People who value themselves highly are less likely to suffer from depression, anxiety, and a generally negative disposition than those who do not.

Having confidence in oneself allows one to appreciate good fortune, deal with adversity, rise to the top of obstacles, form meaningful connections with others, and work to better one's weaknesses. When people have high self-esteem, they are less likely to let unpleasant life experiences trigger the emergence of dysfunctional schemas and depressive symptoms<sup>12</sup>. Multiple studies have shown that those with higher self-esteem are more resilient when faced with setbacks. People with high self-esteem also seem better able to self-regulate their own pursuit of positive outcomes. Self-esteem has relevance for positive

psychology because of its importance for self-regulation and quality of life. Human behavior is fueled and guided in part by one's sense of self-worth<sup>13</sup>.

### **Negative Impact of low Self-Esteem**

Life unhappiness stems from the low self-esteem's trifecta of emotions of worthlessness, inferiority, and emotional instability. Also, persons who scored low on the self-esteem scale tend to be pessimistic about life in general, both in terms of other people and their own circumstances.

Adolescents with low self-esteem have been related to increased rates of depression, violence, a lack of coping skills, and an overall worsening of their well-being. In addition, they hypothesized that reporting emotional abuse would be associated with decreased self-esteem among college students. Only the male participants seemed to back up this hypothesis.

There was a statistically significant inverse relationship between self-esteem and internet dependency. The study, which used a nationally representative cross-sectional sample of 23,532 people, shed light on how social media addiction reflects narcissistic personality characteristics and the need to counteract low self-appraisal<sup>12, 13</sup>.

#### **2.1.4 Concept of Hearing Impairment**

Hearing impairment is a hidden disability, meaning that it cannot be seen by simply looking at the physical features of the person. Instead, it is only noticeable in situations that require communicative skills through auditory-verbal processes, which can lead to prolonged periods of frustration or becoming withdrawn. This kind of anomalous behavior will invariably have consequences for the typical process of early interaction and language

development, which in turn will have implications for the individual's ability to adapt properly to his or her social environment <sup>14</sup>.

An individual with a hearing impairment has a condition that makes it difficult, if not impossible, for them to receive and understand auditory signals. Deafness, hearing disability, and hearing difficulties are just a few of the names used to characterize people who have trouble hearing. Deafness and mutism are forms of hearing impairment that can be described as an aural or acoustic disability. Similarly, most teachers and experts in the field of special education refer to it as auditory impairment, which educationally might be aided via the use of special educational services in order for the student to acquire as much as possible. Hearing loss can range from mild to profound, and those affected often describe their illness as more of a communication problem than a physical limitation<sup>15, 16, 17</sup>.

The degree of one's hearing loss and other factors are used by the Conference of Executives of American Schools for the Deaf in Washington to classify individuals with this handicap into two groups: the deaf and the hard of hearing. A person is hard of hearing if they are unable to adequately detect the noises that are typically audible to humans of their species. Those who have less sensitivity to sounds at speech frequencies are often classified as having a hearing impairment. According to how much louder a sound needs be than typical for the listener to notice it, a person's degree of hearing loss may be estimated. Even the loudest sound generated by an audiometer, a tool used to assess hearing, may not be heard by someone with severe deafness<sup>17</sup>.

About 80% of the world's 278 million individuals with moderate to profound hearing loss in both ears reside in poor nations like Nigeria, according to the World Health Organization (WHO). Even though it is known that noise may cause lifelong hearing loss, it

is anticipated that as many as 1.1 billion individuals may be impacted by hearing impairment by 2015. It is speculated that the number of Nigerians with normal hearing who get some sort of hearing loss due to the widespread usage of portable music players (Mp3), headphones, ear buds, and other technical devices, linked to the ear, is on the rise. Nigerians are also vulnerable to this risk because of the constant noise emanating from generating sets and the noise-induced hearing loss caused by loud music played in venues like nightclubs. Clarity of sound, rather than volume, is another facet of hearing. The ability to understand spoken language is commonly used to gauge this quality in people. The ability to comprehend spoken language, as opposed to only hearing, is what this exam evaluates<sup>18</sup>.

Furthermore, there are limitations to social participation due to hearing loss, and the domains involved include learning and applying knowledge, communication, interpersonal interactions and relationships, major life areas, community, social, and civic life (domains listed in The International Classification of Functioning (ICF) applying to hearing loss, the choice of domains is undertaken by me). While students with hearing loss may not always need psychological understanding to succeed, this is not always the case<sup>18</sup>.

When the ear is damaged or not working properly, people with hearing impairment have trouble following conversations in social situations even when aided by a hearing device. Professionals in the field of hearing have come up with several different ways to define hearing loss. For instance, the medical categorization appears to center on the pathology, whereas educators are concerned with issues like duration of deafness and severity of permanent hearing loss. Hearing impairment or loss suggests a classification of disability description of individuals who require special education and other related services

in order to participate in and succeed at educational activities, as those affected by it have a diminished capacity to pick up on subtle sonic cues<sup>19</sup>.

Hearing impairment is defined as a term indicating disability ranging from mild to profound<sup>20</sup>. <sup>21</sup>in the same vein describes hearing impairment as a condition that refers to a malfunctioning of the hearing mechanism. It includes the subset of hardness of hearing and deafness. A person with hard of hearing has trouble understanding speech in everyday situations using only their ears or without the use of amplification. Those with a hearing loss of between 26 and 45 decibels (dB) and between 46 and 65 decibels (dB) fall into this group. A deaf person is someone whose hearing loss is severe enough that they have trouble understanding spoken language in everyday situations, even with the use of an amplifying device. There are two levels of hearing loss in these groups: severe (66-85 dB) and profound (90 dB and above) <sup>22</sup>. As a more broad word, "hearing impairment" can refer to a hearing problem of varying degrees of seriousness. They pointed out that subgroups of it include those who are deaf or hard of hearing. Pure tone audiometry measures threshold shifts at 1000, 2000, and 4000 Hz and uses the average to determine hearing loss. This term is now in use in the Netherlands due to its stronger relevance to speech discrimination than the WHO/ISO definitions. High frequency hearing loss has to be considered in this population because with this type of loss, speech understanding is particularly hampered in noisy circumstances, and this matches the standard proposed by the British Association of Otolaryngology and the British Society of Audiology. If the best ear has a hearing loss of 25 decibels or more, then hearing impairment is present according to the preceding criteria.

Furthermore, other factors such as the timing of diagnosis and treatment, the presence of monaural hearing, the cooperation of parents and other caretakers, the

appropriate use of hearing aids and methods of augmentative and alternative communication, the volume of environmental noise, the degree of social-emotional development, and the severity of intellectual disability all play a role in the impact of hearing impairment. Many persons who are intellectually disabled also have trouble seeing or moving their bodies. Therefore, those with intellectual disabilities may be more severely handicapped by milder forms of hearing loss than those without intellectual disabilities. Other than the actual hearing loss, factors such as pre-speech functions, the noise level in the house or childcare facility, and a sense of security may impact intervention decisions in persons with a severe or profound level of intellectual impairment. The degree of hearing loss is quantified by the threshold of detection (in decibels HL) at each frequency<sup>14</sup>.

### **Degrees of Hearing Loss or Impairment**

A child's degree of hearing loss may be defined using an average of his or her hearing at 500, 1,000, and 2,000 Hertz, all of which are within the speech frequency range. A child's average hearing threshold would be 30 dB HL if their thresholds varied throughout frequencies, such as 25 dB HL at 500 Hz, 30 dB HL at 1,000 Hz, and 35 dB HL at 2,000 Hz. The criteria for determining hearing loss in children are stricter than those applied to adults. Adults who were born with normal hearing but subsequently experienced hearing loss still have fully developed spoken language skills. Thus, individuals may be able to endure some degree of hearing loss before they start having trouble communicating. To normally develop their spoken language skills, infants and young children require exposure to all noises.

In this recommendation, the decibel ranges for the different types of hearing loss are as follows: -10 dB HL to +15 dB HL Typical; 16-25 dB HL Variable; 26-40 dB HL Low; 41-55 dB HL Moderate; 56-70 dB HL Very High; 71 dB HL Sound Pressure Levels (dB):

71–90 Damaging: Over 90 dB HL Profound. Those with moderate to severe hearing loss are sometimes referred to as "hard of hearing," while those with profound hearing loss are frequently referred to as "deaf." Spoken language development can be hampered by hearing loss of any severity in infancy and early childhood.

## **Types of Hearing Loss or Impairment**

### **Conductive, Sensorineural, Mixed Hearing Loss and Central Hearing Losses**

When the outer ear, the ear drum, or the bones in the middle ear fail to function properly, it can cause a person to have conductive hearing loss. For example, conductive hearing loss develops when the transmission of sound from the outer to the inner ear is obstructed in some way. Wax and infection (either external or medial otitis) are two common culprits in this situation. Such a loss is often short-lived and treatable by surgical or pharmaceutical means<sup>23</sup>.

Sensorineural hearing loss occurs when there is an issue with the inner ear, particularly the cochlea, which is responsible for converting sound vibrations into neural impulses, or with the areas of the brain that interpret these signals. Most cases of sensorineural hearing loss in humans are caused by issues with the organs of Corti in the cochlea, specifically the hair cells there. Genetic or developmental defects can cause this dysfunction at birth, or it might occur later in life as a result of stress or illness. Extremely uncommon forms of sensorineural hearing loss can affect the auditory cortex, the vestibule cochlear nerves, or the VIIIth cranial nerves. Because of damage to the auditory processing areas of the brain, even though noises may be audible at normal thresholds, the quality of the sounds heard is so low that speech is unintelligible. Central hearing impairment is characterized by sensorineural hearing loss caused by dysfunctions in the central auditory

system of the brain. Problems in both the outer and the middle or inner ear contribute to a condition known as "mixed hearing loss"<sup>23</sup>. A person with this form of hearing loss may experience trouble with sound volume and distorted noises. Alterations in the brain's auditory cortex or disruptions in the auditory nerve cause central hearing loss<sup>11</sup>. It is unusual to experience a loss of central hearing.

### **Time or Age of onset of Hearing Loss**

#### **Congenital Hearing Loss**

Any form of hearing impairment that is thought to have been present at birth is classified as congenital hearing loss. In contrast, progressive impairment is a condition that is present from birth and gets progressively worse over time. The term "late onset impairment" refers to cases of hearing loss that develop after birth but for which there is no known external cause<sup>17</sup>.

#### **Adventitious Hearing Loss**

Any form of hearing impairment that develops later in life is said to be adventitious. Hearing loss due to unforeseen causes can affect anyone at any moment. Diseases, medical conditions, and even accidents can all play a role in bringing on this form of hearing loss. Otitis media, ototoxic medications, meningitis, measles, encephalitis, chicken pox, influenza, mumps, head injury, and excessive noise exposure are all potential causes of acquired hearing loss, particularly in youngsters. Environmental factors, especially prolonged exposure to loud noise, are frequently cited as the root cause of sudden adult onset hearing loss. The capacity to communicate effectively is severely compromised by accidental hearing loss, which in turn has a negative impact on social interactions. Acquired hearing

loss in adults is more debilitating than congenital hearing loss in many cases, leading to despair, anxiety, isolation, and social disengagement<sup>17</sup>.

### **. Severity of Hearing Loss or Impairment**

The loudness, measured in decibels (dB), is used to quantify the degree of hearing loss. According to the criteria laid out below, hearing loss can be classified as mild, moderate, severe, or profound. Mild: For adults, the levels are as follows: Mild (27-40 dB), Moderate (41-55 dB), Severe (56-70 dB), Extreme (71-90 dB), and Profound (90 dB+) <sup>17</sup>.

The frequency of a sound has an effect on how well you can hear it. Because of this, audiologists evaluate frequency-specific hearing sensitivity and plot the results on a graph called an audiogram. Hearing loss is quantified in percentage terms when used in the context of the law, such as in an insurance claim. Although the concept of a percentage of hearing loss is somewhat arbitrary given that hearing can vary in frequencies and audiograms are plotted on a logarithmic scale, it is possible to calculate a standard percentage of hearing loss suitable for legal purposes only by converting decibels of loss using a recognized legal formula<sup>24</sup>. Said that a Speech-in-noise test may be used to quantitatively assess hearing loss. A Speech-in-noise test, as the name suggests, measures how effectively speech is comprehended despite the presence of background noise. In a loud environment, even someone with normal hearing may have trouble following a conversation. The vast majority of persons who experience hearing loss have a sensoryneural impairment, therefore this statement is especially relevant to them. Therefore, Speech in Noise can be used to diagnose sensorineural hearing loss because of the information it provides about a person's hearing abilities<sup>25</sup>

### **Time of Onset/Age of Onset of the Impairment**

Congenital hearing impairment is present either at or before the time of birth. It's a form of deafness that develops in a person before they ever learn to speak or interact with those who do. It is called pre-lingual deafness because the person loses his hearing before he acquires language skills or even learns to talk. Prelingual hearing loss affects over 95% of children with hearing loss. A significant hearing loss that develops after a person has language skills is known as post lingual hearing loss. Some members of this group have the ability to express themselves verbally<sup>26</sup>. The term "acquired deafness" refers to a loss of hearing that develops later in life rather than being a preexisting condition. It has also been called a form of hearing loss that develops after the learning of language because of its practical implications. In cases of profound hearing loss or deafness, the auditory system would have been pre-wired to process speech. Congenital deafness, on the other hand, is a form of hearing loss that is noticeable from birth. A person born deaf does not yet have their auditory system trained for language and communication. A kid with congenital deafness would have quite different educational requirements than one with acquired deafness, depending on whether or not they were previously programmed to use sign language. Educational programs for children with congenital deafness should focus on helping their students learn sign language or other forms of alternative communication, while those for children with acquired deafness should emphasize helping their students keep their speech intelligible and their language patterns appropriate<sup>26</sup>.

### **Place of Impairment or Site of Lesion**

<sup>26</sup>stated that it will be extremely important for the purpose of amplification to be aware of deafness in relation to the location of damage. Hearing loss may be broken down into three distinct types depending on where the damage is located: conductive, sensor

neural, and mixed. Loss of conductive hearing occurs when the path of sound from the outer to the inner ear is blocked in any way<sup>27</sup>. Wax, inflammation (otitis external or medium), or a deformity of the ear canal are all possible culprits in this scenario. Surgery or drugs can often restore hearing temporarily.

Hearing-impaired pupils include those who were born deaf, as well as those who acquired their disability via illness or trauma. Hearing-impaired students worry about not being able to hear or understand what others are saying. In support of the above, explains that pupils with hearing impairment are those with a deficient sense of hearing that can vary from little difficulty hearing to total deafness<sup>28</sup>. Deaf, anacusis, hard of hearing, and pupils with some residual hearing are all considered to have a hearing impairment<sup>29</sup>. Many writers agree with the aforementioned author and define pupils with hearing impairment as either those whose ears can pick up some noises (i.e. partial hearing loss) or those whose ears can pick up no sounds at all (i.e. total hearing loss). Definition of pupils with hearing impairment including both those who have difficulty hearing and those who are deaf or hard of hearing<sup>29</sup>.

Generally, hearing loss or deafness is a heterogeneous condition with extensive impacts on developments (emotionally, socially, and cognitively)<sup>29</sup>. Hearing loss is common all over the world, but getting the true numbers takes a little more time and effort. Despite this, some statistics on the prevalence of hearing impairment in various parts of the world have been compiled. 35 out of 1,000 adults in the United Kingdom have some form of hearing impairment, while 8 out of 1000 children under the age of 0 have auditory impairment. Hearing loss affects 15% to 26% of the global population, with developing (or low-income) countries having the highest prevalence<sup>18</sup>. This appraisal lays emphasis on

students with severe to profound deafness, with onset before language development. Roughly, 7 of every 10,000 students in the entire population belong to this category<sup>18</sup>. Auditory sense is among the most essential sensory skills necessary for every individual, its absence negate the ability for adaptation of their environment.

Hearing loss or impairment is among the commonest congenital and acquired ailments with young ones. Around one to three children in every one thousand are affected<sup>18</sup>. There is not currently any reliable data of the total number of people in Nigeria who have a hearing impairment<sup>6</sup>. On the other hand, it was estimated that around one kid out of every one hundred had some kind of hearing impairment<sup>29</sup>. According to the Nigeria Federal Ministry of Education Survey of 1995, 32 percent of the 1,628 handicapped children of all categories in schools were deaf and hard of hearing<sup>30</sup>. According to the country's population growth rate, this figure may have risen by now. Furthermore, the Universal Basic Education Program, which began in 2002, has educated many Nigerian parents on the importance of sending their children to school. Through the school system, many more handicapped children (including the deaf) have been identified. Furthermore, it was estimated that one out of every ten people suffers from hearing loss, depriving them of one or more of the many benefits that normal hearing provides<sup>29</sup>.

## **Reasons for Hearing Loss or Impairment**

### **1. Causes of Conductive Hearing Loss**

The most common cause of conductive hearing loss in infants and young children is a condition known as otitis medium with effusion (OME), sometimes known as fluid in the middle ear. An ear infection, also known as acute otitis media, is the most typical trigger for OME. Otitis media can result in a little and occasional loss of conductivity in the hearing. It is possible for OME to remain dormant in the middle ear for several weeks or even months without generating any symptoms. Conductive hearing loss affects the vast majority of patients who have OME. Some younger children are more prone to developing middle ear infections than others. Another possible consequence of long-term otitis media is the perforation of the tympanic membrane, sometimes known as the eardrum. Conductive hearing loss can be caused by scar tissue forming on the eardrum as a result of the tympanic membrane constantly rupturing and mending itself.

## **2. Causes of Loss of Sensation in the Inner Ear**

Hearing loss in the inner ear, also known as sensorineural hearing loss, can have many different origins, both hereditary and non-genetic. Drugs that are harmful to the ears and other illnesses, such as meningitis, are examples of reasons that aren't inherited.

### **The Prevalence and Impact of Hearing Loss**

It would indicate that there are considerable differences between the sexes in terms of hearing abilities as well as coping techniques. Both the prevalence of hearing loss and the severity of it are higher in men than they are in women<sup>18</sup>. When it comes to living with hearing loss, it appears that men and women respond differently, and the two sexes adopt distinct methods of dealing with the condition. Women, for instance, have a greater propensity to teach others and make use of various language strategies. In addition, research

reveals that men are less likely than women to openly share their difficulties with hearing. This is in contrast to women, who are more willing to do so<sup>31</sup>.

Hearing loss, particularly in neonates, is a significant barrier to the development of both speech and language. As a consequence of this, a child's social skills may decrease, which may in turn cause a slowdown in the child's development in other areas. If a kid who is hard of hearing does not learn to communicate, they will fall behind their hearing peers in other aspects of their development, such as their intellectual and social-emotional maturation. This indicates that persons with hearing loss may have a reduced capacity to learn new things and feel emotionally committed in the job they do, which may, in turn, influence their decision to pursue particular vocations.

Although the degree of hearing loss, the kind of hearing loss, and the configuration of hearing loss may all influence the impact that hearing loss has on a child's development, the age at which hearing loss is acquired is also an essential factor. Hearing impairment is something that can be present at birth in some children, while it can develop in others through time. Children whose hearing loss is congenital or acquired before speech is acquired (a pre-lingual hearing loss) likely to have more severe communication challenges than children who gained their speech after the commencement of the hearing loss (post-lingual hearing loss). This is because pre-lingual hearing loss occurs before speech is developed.

Most cases of hearing loss in adults occur later in life due to factors such as genetics, illness, tumors, head trauma, or simple aging; more than 250 million people worldwide suffer from some degree of hearing impairment<sup>5</sup>. Those who suffer from acquired hearing loss (AHL) are able to hear normally as children but have seen their hearing deteriorate over

time or suddenly. Contrast this with the case of congenital deafness, which is present at birth and cannot be treated. The most severe form of acquired hearing loss is profound AHL, which is shown by a person's inability to use sound alone (with or without aids) to follow speech even under ideal listening conditions<sup>20</sup>. That's the worst form of acquired deafness there is. When someone has AHL, they may have trouble speaking, which can have a negative impact on their social life, relationships, career, and mental health<sup>31</sup>.

### **The Effects of Hearing Loss on Hearing-Impaired Students**

Speech is severely impacted by hearing loss. It's important to remember that a deaf person's limited exposure to different situations limits their ability to communicate effectively. Not being able to hear means not being able to understand spoken language, and not understanding spoken language means not knowing how to communicate with others<sup>16</sup>. A child's perception and speech/language development are hampered by hearing loss because of the impact on the child's ability to hear. Language is the process through which our ideas and concepts are organized, processed, and retained. The severity of the injury correlates with the degree to which vocabulary, syntax, intelligibility, and quality of voice are affected. Because nearly all academic work relies on language, poor receptive and expressive language skills are a major hindrance to academic success. This is because they prevent the growth of vocabulary, reading comprehension, and the ability to decode subtle inferences and deductions<sup>32</sup>. Therefore, the prospective linguistic and academic achievement of the kid with hearing loss is greatly impacted by the earlier and more frequent employment of interpreters and amplification.

Children who use cochlear implants were doing better than those who wear regular hearing aids in speech perception and spoken sentence length, and it has been observed that

their grammatical abilities increase, getting close to that of their hearing peers over time after implantation. Intelligibility is defined as the capacity to recognize individual speech sounds. The term "audibility" is used to describe a person's sensitivity to the sound of spoken language. A kid with hearing loss may be able to hear speech, but without assistive technology, it may be difficult for the youngster to understand what is being said, especially in busy classrooms. It follows that a youngster may be able to hear something even if he or she cannot understand it. As the building blocks of consonant production and the meaning carriers in many words, high-frequency sounds ("s", "th", "f", and "sh") are also crucial to speech understanding. Sounds at higher frequencies account for only 10% of the energy required for speaking yet convey 90% of the meaning. Because high frequency loss is the most common form of hearing impairment, this challenge is pervasive among students with hearing impairment and contributes to their struggles with verb tense recognition ("bounces" versus "bounced"), pluralization ("book" versus "books"), possession ("yours" "John's"), and contractions ("it's", "he's", "what's"). Early exposure to a rich environment rich in stimulation and relevant experience that is made meaningful for the child through interaction with other people via a fluent and intelligible communication system is crucial for the development of the hearing impaired child, and indeed of any child's potential<sup>32</sup>.

The impact of hearing loss on students' attitudes and perceptions of themselves is significant, and this has implications beyond how they perform in the classroom. If a student has trouble hearing or is having trouble communicating with others, they may view themselves in a different light, even if they have a cochlear implant or hearing aid. The result might be a drop in confidence for such students. Along with a decline in verbal fluency, this might put a damper on the maturation of appropriate social skills<sup>32</sup>. Emotional instability, low self-esteem, a poor perception of oneself, and sadness were all noted as

consequences of hearing loss.<sup>30</sup>. Students with hearing impairment face a unique set of challenges due to the profound sensory deprivation they experience on a daily basis. Students with hearing loss may interpret or respond differently to the world around them as a result of this deprivation<sup>29</sup>.

According to a well-known proverb, man is a social being, and in order to connect with other people, one needs to make use of their ears. Therefore, in order for a person to completely integrate into a community as well as any learning environment, they must rely on their sense of hearing. According to the National Occupational Standard for Teaching and Learning (STL), individuals who have hearing loss may display problematic behaviors owing to the numerous demands they face. These behaviors may include underdeveloped social skills and personality disorders. Students who have difficulty hearing may, on occasion and especially after experiencing a setback, feel negative feelings such as despair, perplexity, irritation, and rage. This is especially likely to be the case<sup>6</sup>. The evidence presented below illustrates that a hearing impairment presents difficulties to the individual in terms of their general growth and development. The primary one is the obstacle that stands in the way of the general development of language<sup>30</sup>.

However, early hearing loss deprive that affect person of the aptitude for spoken language, resulting to impediment of sound language development. A hearing-impaired person's ability to learn a language is hampered when that person's language skills are lacking or when that person does not speak at all. Students who have hearing loss face difficulties in communication, in social interactions, and in their mental well-being. A child who struggles with hearing loss is more likely to exhibit immature conduct, make rash choices, and feel unhappy than a child who does not struggle with hearing loss<sup>26</sup>.

Children with hearing loss were shown to be more prone to adjustment problems than children without hearing loss. Rigidity, egocentricity, lack of inner control, impulsiveness, and vulnerability were seen in children with hearing loss who did not have overt or major difficulties, according to studies. Hearing loss may also have a significant detrimental impact on a person's academic success. It has also been shown that children who did not acquire any kind of speech will have more difficulty learning to talk than those who went deaf after gaining some type of linguistic sounds but whose speech development is hampered due to non-auditory feedback from the sounds they create<sup>31</sup>.

According to studies conducted on the cognitive development of teenagers with hearing impairment, the vast majority of deaf adolescents fall behind their hearing peers in comparison to their own cognitive growth. In general, the influence of hearing impairment on the afflicted persons cannot be overemphasized since it causes the complete personality to be warped, which in turn causes the individual to be misfit in any environment on social, intellectual, and psychological levels<sup>32</sup>.

### **Social Adjustment of Students with Hearing Impairment**

Every person, to the best of his or her ability, works to meet his or her fundamental requirements in his or her own unique physical and social environment. However, the satisfaction of the demands is hampered by a variety of environmental factors. This results in an ongoing dialogue between the requirements of the individual and the limitations of the surrounding environment. As a result of this exchange, the person makes an initial effort to adapt their behavior to the circumstances, with the end goal of striking a middle ground between their wants and their needs<sup>33</sup>. An example of a desirable adjustment is one that

modifies behavior so as to strike a balance between the needs of the individual and the requirements of their environment or circumstance.

It is possible to say that a person has accomplished good adjustment if they have been able to create a satisfying balance between the demands they place on themselves and the limits that are imposed on them by their environment, whether those restrictions be physical, social, or emotional. Therefore, "adjustment" refers to the broad ability to deal with the numerous pressures that are present in a certain context. This process of making consistent adjustments to one's behavior in order to cultivate a relationship that is friendlier and more cooperative between oneself and one's environment<sup>33</sup>.

Special needs children typically struggle with social communication and interaction, which can have long-term effects on their ability to integrate into typical peer groups. Given these conditions, the goal of development work is social adjustment, which requires substantial effort to avoid certain negative consequences. The full promise of treatments for a variety of disabilities, including hearing loss, may yet be realized in the future. People with hearing loss struggle to process and respond to a wide variety of stimuli, especially those that are communicated by sound. Some characteristics distinguish persons who are deaf or hard of hearing from those who have normal hearing<sup>34</sup>.

Students who are hard of hearing tend to be irritable or quick to take offense, focus on the concrete, and have poor fantasy, a simple nature, and a lack of the concept of the relationship, so they are often portrayed as evasive characters. They also tend to be inconsiderate, anxious, dependent, focused, on others, especially those who are already familiar with them. In most circumstances, adolescence is a more challenging period for children with hearing loss. Adolescents are believed to be able to converse well with

members of the general public because of their increased inclination to move out into the world<sup>35</sup>. One definition of social adjustment is a person's skill or potential to respond appropriately to the circumstances and the demands of social interactions in a way that is mutually satisfactory. It's easy to see how this may provide a problem for young people with hearing loss, especially in terms of navigating the social world<sup>35</sup>. Adolescents who are hard of hearing may experience additional difficulties as a result of these additional barriers.

Personality growth in both typically hearing and deaf children is most significantly influenced by the process of social adjustment. This is especially important for children with hearing loss, who often struggle with language development and mental health issues. Early detection and intervention aid to promote language development in children who are hearing challenged or hard of hearing<sup>36</sup>.

Children with hearing loss are more likely to struggle with emotional and social development than their typically developing peers. High levels of hearing loss and low parental emotional stability are associated with social, emotional, and behavioral difficulties in children who are deaf or hard of hearing. People with hearing loss are stereotyped as having low self-esteem, difficulty controlling their emotions, a short attention span, difficulty focusing, poor language and communication skills, and a slightly lower IQ than the general population. They have trouble with making social connections and grasping intellectual ideas<sup>37</sup>. Even yet, the study found that included hearing-impaired students in the general education curriculum was a strong predictor of those students' academic success. Children with hearing loss who don't have positive role models or social supports in their lives are more likely to struggle emotionally and socially, according to a recent study<sup>38</sup>.

Adjustment-related research, however, shows that many people experience difficulties adjusting, which has been ascribed to a number of different factors<sup>39</sup>. A person with a hearing impairment faces an even greater challenge. Some of these children's demands, social or psychological, go unmet due to the impairment of one or more bodily functions, which in turn reduces their ability to adapt to their environment<sup>40</sup>. Additionally, there are a number of ways in which a hearing-impaired student's difficulties with adjusting to their new environment become evident at school and at home. These include the student's classroom behavior, low self-esteem, high anxiety, low accomplishment, bad relationships with parents, instructors, and classmates, a lack of communication, and so on.

The majority of children with hearing loss are not members of any public social groups, according to a research on the social adjustment of children with hearing loss. A research found that children with hearing impairment had more difficulty than typically developing youngsters in peer group entry and responding to social norms<sup>41</sup>. Another study found that compared to their hearing-impaired peers, students with normal hearing had less developed social relationships<sup>42</sup>. A study found that children with hearing loss were more likely to have problems with social skills than children with other impairments. It was also shown that children with hearing loss had greater mood issues, were more socially inflexible, and had worse overall mental health compared to their hearing peers. A lack of social information processing skills is the root cause of poor social adjustment in children with hearing loss. These people are disruptive because of their incorrect approach to asserting themselves and their incapacity to compromise and communicate with others. They may incorrectly assign enmity to others after misinterpreting social cues. Individuals with inadequate social skills may struggle with self-esteem and frustration tolerance, both of which hinder their ability to adjust to their social surroundings<sup>43</sup>.

## **Emotional Intelligence of Students with Hearing Impairment**

Students with hearing impairment have poorer emotional intelligence because they are unable to express their emotions to their parents and others. For example, studies have revealed that hearing-impaired children struggle to convey their feelings to others using affective language. The idea that their feelings are trapped within with no ability to express them to anybody, especially their family, may be incredibly distressing for a teenager who is already dealing with a plethora of emotions and fluctuating hormone levels.

It is also stated that students with hearing impairment may struggle with emotional intelligence owing to a lack of explanations in some scenarios; for example, during a difficult period at home, the child may not receive an explanation of what is going on or how they should behave. Students with hearing impairment may have difficulty interpreting the emotions of others in addition to not completely comprehending their own. Students with hearing impairment frequently struggle to adopt the perspective of another person as a result of a lack of excellent communication skills. They frequently cannot grasp the rationale for other people's acts if they are not properly stated to them; this misunderstanding leads to issues in peer interaction.

The study also looked at the emotional intelligence of deaf students. Students with hearing impairments were shown to have difficulties in social interaction building and emotional regulation<sup>44</sup>. Emotional self-awareness, self-management, motivation, social awareness, and interpersonal skills are all assessed in this research on the hearing impaired. A research was done on the hearing impaired to see how their EQ, social skills, and sense of self-worth affected their interactions with their families. Emotional intelligence, self-esteem, and social skills were all found to be substantially linked to family communication construct

among those with hearing loss. Boosting one's emotional intelligence has been shown to have a positive effect on family communication<sup>45</sup>.

Confidence in one's capacity to communicate and interact socially is bolstered when the hearing impaired experience emotional stability. The prospective hearing-impaired would benefit from good social interaction in terms of leadership, group performance, individual achievement, social connections, and management. In light of this assertion, it is crucial to perform research on the emotional intelligence, psychological health, and sense of self-worth of the hearing-impaired<sup>45</sup>.

### **Self –Esteem of Students with Hearing Impairment**

One's sense of self-worth, or self-esteem, is a person's overall evaluation of themselves. One's self-esteem is a reflection of how they value and think of themselves. Having a firm grasp on who we are on a fundamental level has far-reaching effects on our social lives, professional accomplishments, and intellectual pursuits. Those with high self-esteem also have a greater tolerance for adversity, whereas those with low self-esteem are more vulnerable to social exclusion, peer rejection, aggression, delinquency, and psychopathology<sup>46</sup>. Therefore, it is essential to have a healthy sense of pride in oneself.

It stands to reason that those who are hard of hearing would struggle more with issues of self-esteem than the hearing because of the difficulties they have in many areas of life, including speech and language, communication, and access to a world dominated by sound. These problems may cause children with hearing loss to have reduced levels of self-esteem, which in turn may increase their vulnerability to negative influences like bullying. Strong linguistic and communicative skills have been linked to elevated feelings of self-esteem<sup>47</sup>. Now days, students who might not benefit much from regular hearing aids are

given cochlear implants (CIs) instead. Their performance in the aforementioned areas benefits greatly from this, and progress is often made in this regard. It was recently shown that students with cochlear implants had just as much confidence as their hearing peers. This highlights the significance of language development for confidence.

Studies that analyzed self-esteem in a more representative sample of the population Research on the self-esteem of deaf and hard-of-hearing children has shown conflicting results. Some research has discovered that youngsters who are hard of hearing range from moderate to profound have lower self-esteem than their hearing-impaired friends, while other research has found that their self-esteem is on par with their hearing-impaired peers. Research findings on the effect of educational setting on the self-esteem of children with hearing impairments are mixed<sup>48</sup>. Some studies show that children with hearing impairments who participate in regular classroom settings have higher self-esteem than those who participate in special education settings, while others find no such trend. Students with hearing loss may have a varying self-evaluation of their abilities depending on the school environment. When hearing-impaired students go to special schools, they compare themselves to students who are similar to them. When they go to regular schools, they compare themselves to their hearing friends. On the other hand, it could be said that hearing-impaired students in regular schools feel better about themselves because they can fit in with their hearing peers, which can be seen as a big achievement.

Many people think of self-esteem as having multiple dimensions, or "domains," including a more general view of oneself, often referred to as "global self-esteem," and several specific domains related to various aspects of life (such as perceived parental attention, social acceptance by peers, and physical appearance). During adolescence, a time

of profound emotional and behavioral shifts, there is a wide range of possible self-esteem levels. As children age, they begin to place more weight on the judgments of their peers and less on those of their parents. One's own physical appearance and the attention it receives both rise. A child's susceptibility to poor self-esteem may vary depending on the context. Knowing these differences can help caregivers when supporting or counseling the child, even if it has been suggested that self-esteem treatments do not directly enhance outcomes<sup>46</sup>.

In addition to the contradictory findings of earlier studies regarding differences in the levels of overall self-esteem in hearing-impaired and normal-hearing children, there is a dearth of data concerning the more specific aspects of self-esteem in hearing-impaired children in comparison to children with normal hearing. Comparing children with hearing loss to children with normal hearing as controls in specific aspects of self-esteem has only been done in a handful of studies. Hearing-impaired children were shown to have higher difficulties with the acceptance of both their families and their peers, despite the fact that they had the same level of confidence in their external appearance. No other research that we are aware of has been done that compares and contrasts these particular domains in hearing-impaired children and children with normal hearing<sup>48</sup>.

## **2.2 Theoretical Framework**

### **2.2.1 Erikson's Psycho-Social Development Theory**

Theorists unanimously agree that Erikson's model of psychological development is profoundly important. Erikson thought that his psycho-social phases were universal and had a decisive impact on how individuals matured through time. In his seminal 1950 book, Erikson proposed a theory of individual and societal development based on the idea that everyone goes through a series of eight defining crises that shape their character. There are

eight distinct phases to these types of social and psychological growth. Distrust vs. confidence: Autonomy vs. shame and doubt, ages 1-3; initiative vs. guilt, ages 3-6; industry vs. inferiority, ages 6-12. 6 - Adolescence: Role vs. Identity Disorientation: Adolescence; Closeness vs. Isolation in Young Adulthood; Creativity vs. Stagnation in Midlife; Ego Integrity vs. Despair in Later Life<sup>49</sup>.

Erikson's theory, namely the fourth stage, is seen to be very important to this investigation. The industry and inferiority stage, as outlined by Erikson, serves as a transition into adulthood. The terms "industry" and "inferiority" are often used to contrast people's propensities toward manufacturing things and achieving their goals and their comfort with taking on challenges. A kid in the industry and inferiority stage is expected to improve their skills in relation to a standard or to those of their peers.

Using tools and technology is a key part of the industry versus inferiority phase, and may be thought of as practice for a lifetime of professional success. Industry, in Erikson's perspective, stands for things that have value or purpose. In this context, "industry" refers to the acquisition of knowledge and abilities gained via formal education. A youngster who has experienced the joy that comes from accomplishing even a little goal will be more equipped to handle the stresses of stage of the crisis process.

A youngster is more likely to feel inferior and worthless if he or she has difficulty completing school assignments and work, or if he or she is not given the chance to explore and develop his or her own qualities, strengths, and unique potential. Feelings of inadequacy often go hand in hand with low self-esteem. At the pride vs. inferiority stage, students begin to take ownership of their work. Children should also have the capacity to undertake tasks, see them through to completion, and experience a sense of accomplishment as a result of

their efforts. A child's perception of competence increases if their efforts are backed by adults<sup>49</sup>.

However, if the child is not given support, feelings of inferiority develop, which exacerbates the academic underachievement already present in the youngster, and this has serious repercussions. Teachers now play a bigger part in the development of the youngster. Children who are given support and encouragement for taking initiative feel motivated and confident in their capacity to succeed. Children start to feel inferior, doubt their talents, and may not fulfill their potential if parents and teachers limit or do not support their initiative at this period.

The significance of Erikson's Fourth stage of psycho-social development is that a youngster experiences pride if he succeeds in the school. Conversely, if a child struggles to succeed in relation to the norm or to other students in the classroom, it is implied that there is a deviation from the norm and the child develops an inferiority complex. As a result of their academic underachievement in this scenario, children with learning difficulties have deviated, are not perceived as diligent, and are consequently rejected by parents, teachers, and classmates.

Rejection is a negative attitude that makes scholastic difficulties for students with disabilities worse, which causes them to have psycho-social issues. When students do well in school, they start to feel good about themselves and believe that they can achieve in life. Children learn that they are inferior to others and that their efforts are ineffective if they encounter failure and frustration. Due to their emotional intelligence and unfavorable psycho-social experiences, children with disabilities (hearing impairment) may feel helpless and incompetent<sup>49</sup>.

Teachers are unaware of the importance of a child's internal development. In order for students to succeed and fulfill their sense of purpose, teachers should assist students in identifying their innate talents. Finding out that some students struggle with low self-esteem and emotional issues shouldn't result in disapproval. Rejecting disabled children encourages detrimental psychosocial experiences they may act defiant in the classroom by engaging in disruptive behaviours because they perceive themselves as others do. The society just needs to focus on their areas of strength while not ignoring their areas of weakness because children with hearing impairments are resourceful and not inferior. Children with disabilities require support developing a sense of security; teachers, parents, and classmates shouldn't only be concerned with their academic success.

### **2.2.2 Vygotsky's Theory of Social Development**

In the fields of developmental psychology, psycho-linguistics, education, school psychology, and special education, Vygotsky is a significant theorist. According to Vygotsky's theory, special education should be a system that uses particular alternative educational techniques for people with exceptional needs. It was thought that all children, including those with particular needs, may benefit from the theoretical viewpoints. According to the Learning Hypotheses Knowledge Base, significant theories were asserted by Vygotsky throughout his work<sup>50</sup>. Social interaction plays a fundamental role in the process of cognitive development;

- a. there is a more knowledgeable other (MKO) who is more adept at or knowledgeable about a certain task, procedure, or concept than the learner; the more knowledgeable other is thought of as being a teacher, coach, older adults, peers, or younger persons;

- b. A student's ability to complete a task with the help of an adult or a group of peers and their capacity to do so independently are separated by what is known as the "zone of proximal development"<sup>50</sup>.

In order to counter the use of academic knowledge-based assessments to determine a student's intellect, Vygotsky (1978) first proposed the idea of the zone of proximal development. Interaction with adults or peers results in more efficient problem solving, which helps the learner internalize new knowledge. Lebak and Tinsley's perspective is consistent with Vygotsky's theory of the zone of proximal development.

Vygotsky's theory has provided some indirect explanations for why learning disabled youngsters struggle with psychosocial issues and misbehave in school. When it comes to Nigerian students with learning disabilities enrolled in ordinary schools, special education has not been observed to use certain alternative educational techniques as envisioned by Vygotsky. Academic knowledge-based assessments, which go against Vygotsky's thesis, are employed to evaluate pupils' intellect. In fact, these exams are used to identify learning problems in students. Children who have hearing loss often face discrimination from peers, teachers, and parents. These students' feelings of rejection result in inadequate social interaction, which is thought to be a key factor in the process of cognitive development.

Children with impairments cannot be mentored by the knowledgeable people in their life who have turned them down. Children with hearing impairments often suffer rejection, and this, combined with the inadequate teaching strategies and curricula, leads to poor psycho-social experiences that have an impact on their behaviour in the classroom and in social situations. Teachers, parents, and curriculum designers should be familiar with

Vygotsky's social cognitive development theory in order to better comprehend children with disabilities (hearing impairment).

### **2.2.3 Social Cognitive Theory**

Miller and Dollard, the record shows, proposed a theory of social learning and imitation in 1941 that favored drive reduction principles above behaviourist concepts of associationism. However, the processes of delayed and non-reinforced imitations, as well as the creation of novel responses, are not taken into consideration by the theory of learning. In their 1963 book *Social Learning and Personality Development*, Bandura and Walters introduced the now-familiar notions of observational learning and vicarious reinforcement, which significantly broadened the scope of social learning theory. In the 1970s, however, Bandura discovered that both his own social learning theory and the prevalent learning theories of the period were missing a key ingredient. When he published "Self-efficacy: Toward a Unifying Theory of Behavioral Change" in 1977, he discovered the missing piece: the importance of one's own beliefs in one's ability to bring about the desired change in one's behavior.

So, SCT is a term for a psychological model of behavior that was mostly developed by Albert Bandura (1977, 1986). SCT, which was founded on the principle of fostering social behaviors, continues to place an emphasis on the ideas that education takes place in a group setting and that most of what is taught is picked up via observation. SCT has been used extensively to investigate human behavior in several fields, such as business administration, organizational science, sports science, and psychology and psychiatry. SCT has been widely used by researchers studying classroom motivation, learning, and accomplishment<sup>51, 52</sup>.

With the publication of "Social Foundations of Thought and Action: A Social Cognitive Theory" in 1986, Bandura promoted a perspective of human functioning that gives cognitive, vicarious, self-regulatory, and self-reflective processes a prominent role in human adaptation and transformation. People are considered as proactive beings that form and shepherd themselves rather than as reactive organisms molded and shepherded by external factors or by hidden inner urges.

Furthermore, this theoretical stance considers human functioning to be the end consequence of a multifaceted interaction between one's natural surroundings, one's behavior, and one's own unique set of characteristics. For instance, individuals' circumstances and personal qualities influence how they make sense of and adjust their subsequent behavior based on their interpretation of the implications of their own behavior. Triadic reciprocity between action, environmental impacts, and individual aspects including cognition, affect, and biological processes is the foundation of Bandura's (1986) notion of reciprocal determinism. To differentiate it from the preeminent social learning theories of the time and to highlight the central role that cognition plays in how people construct reality, self-regulate, encode information, and carry out behaviors, Bandura renamed his theory social "cognitive."

SCT is based on a number of fundamental beliefs about behaviour and learning. One presumption relates to triadic reciprocity, which is the idea that environmental, behavioral, and personal factors influence one another in a reciprocal and bidirectional manner. As a result of ongoing interactions between cognitive, behavioural, and contextual elements, an individual's ongoing functioning is produced. For example, learning in the classroom is impacted by several aspects of the academic environment, most notably the reinforcements

received both from oneself and from others. As well as this, students' perceptions of the classroom environment and their own attitudes and self-beliefs have an impact on their ability to learn<sup>53</sup>.

The concept of agency, defined as the ability to voluntarily and consciously alter one's behavior and one's surrounding environment, is central to SCT. The capacity to influence one's own actions and those of one's surroundings is one definition of agency. The ability to shape one's own actions and the world around them is one definition of agency. In contrast to earlier forms of behaviorism, which pushed for a stricter interpretation of environmental determinism, this theory emphasizes the importance of individual agency. In light of this, this perspective conflicts with more traditional forms of behaviorism. The SCT argues that this is possible, and it suggests that processes like planning, self-reflection, and self-regulatory behaviors may have a major impact not only on an individual's results but on the environment as a whole. The influence of one's surroundings on their actions is not minimized in any manner by the Social Cognitive Theory <sup>51</sup>.

Thirdly, learning does not need an instantaneous behavioral shift, or, to put it more generally, learning and demonstrating one's knowledge are two separate processes. This distinction was made in part due to the fact that SCT contends that learning entails the acquisition of not just new actions but also new information, cognitive capacities, ideas, abstract rules, values, and other cognitive structures. In contrast to the view advocated by behavioral theories, this view separates learning and behavior. Learning, according to these beliefs, is defined as an alteration in the character or frequency of behavior. However, this fresh viewpoint separates understanding from action. Young children have the potential to

learn, but they won't express what they've learned until they're given the push they need from their peers and teachers.

Furthermore, Bandura's social cognitive theory contrasts sharply with theories of human functioning that give too much weight to the influence of one's environment on the formation of one's behavior and knowledge. Since of this misconception, psychological research on internal processes is often overlooked since they are not seen to be a necessary component of the cause-and-effect chain that underlies action. This is because mental operations are viewed as "creating" behavior rather than "transmitting" it. Theorists who subscribe to behaviorist theories, for example, pay little attention to the processes taking place within humans because they believe that human functioning is caused by external stimuli.

Bandura adds that he thinks psychology can't expect to describe human functioning's intricacies without introspection. By examining their own thoughts, individuals may make sense of their own mental workings. It is crucial to understand how the person mentally absorbs and interprets environmental results in order to predict how those consequences impact human behavior. Over a century ago, it was also asserted that "introspective observation is what we must rely on first, foremost, and always." "A theory that denies that thoughts can regulate action does not lend itself easily to the explanation of complex human behavior."

Social cognitive theory is distinct from other approaches to human functioning that place too much emphasis on genetics and environmental circumstances. Despite the fact that evolutionary considerations have been credited with helping humans adapt and develop. It also disapproves of the kind of evolutionism that attributes social behavior to biological

change but ignores the role that innovations in society and technology play in driving biological change through the introduction of novel selection pressures<sup>51</sup>. The theory instead postulates a two-way influence in which evolutionary pressures shape human development, inspiring people to come up with ever more sophisticated environmental innovations that "create new selection pressures for the evolution of specialized biological systems for functional consciousness, thought, language, and symbolic communication." Humanity's incredible intercultural and intercultural variety is a result of this two-way flow of influence.

Because of the nature of their disabilities and the unfavorable attitudes and behaviours of those around them, students with hearing impairment are both predisposed to and exposed to negative social adjustment experiences and issues, according to all three theories cited in this work. These negative experiences and problems exposed them to a variety of negative emotions and behaviours, resulting in their inability to adjust and function effectively. Vygotsky's and social cognitive theories of social development emphasize the importance of adult tutoring and young children participating in activities in and around them as a means of enhancing cognitive development, which is the key to general growth and development of young children, including those with disabilities such as hearing impairment.

## **2.2 Review of Empirical Studies**

### **2.3.1 Emotional Intelligence and Social Adjustment**

The study looked into how Calabar, Cross River State, primary school students perceive counseling services and how it affects their social adjustment at school. An ex-post facto research design was used for the study, and a sample population of 3,659 primary six children in the region was used to choose a random sample of 366 students to participate in

the study. PCSSSAS is for the Perception of Counseling Services and School Social Adjustment Scale, which is the name of the questionnaire that was used as the research instrument to collect data for the study. Using the Cronbach Alpha technique, the PCSSSAS's dependability was assessed. The population t-test and one-way analysis of variance were used to evaluate the data, both of which were significant at the level of 0.05. The findings showed that the students' view of counseling services offered by the school was noticeably negative. The outcome also showed that students' perceptions of school counseling services had a big impact on how well they adjusted to school life. In light of the results, it was suggested, among other things, that teachers should encourage students to value the school's counseling services and to always seek the counselor's advice when they have issues<sup>55</sup>.

This study's objective is to investigate the ways in which teenagers that have hearing impairments react to being placed in social situations. The study makes use of Schneider's social adjustment theory, which discusses how people actually present themselves through their attitudes and behaviours, as well as how well they can adapt to a group of people and maintain their own pleasure. Cluster random sampling was used as the sample technique for the study, which included 161 teenagers between the ages of 11 and 21. Descriptive analysis is the approach of choice for data analysis. According to the findings of an examination of the data collected from Special Needs Schools in the city of Medan, the vast majority (73%) of the adolescents who have hearing impairments have social adjustment levels that fall somewhere in the middle range. In addition, the conclusions are based on an additional form of analysis of social adjustment that is divided according to age and gender<sup>56</sup>.

The purpose of this study was to investigate whether or not there is a connection between self-esteem and adjustment in students who hostle and those who do not hostile. One hundred students from the Baran district in Rajasthan were included in the study's sample. There were a total of 100 students, with 50 of them being hostellers and the remaining 50 being non-hostellers. For the purpose of measuring self-esteem, Rosenberg's self-esteem scale was utilized, and for the purpose of measuring adjustment, Sinha and Singh's adjustment scale was utilized. The results of the study showed a large gap in levels of self-esteem between students who hosted parties and those who did not host parties. In addition, there was a discernible gap found in terms of adjustment (emotional, social, and educational) between children who boarded in boarding schools and students who did not board in boarding schools. The research found a substantial connection between pupils' levels of self-esteem and how well they adjusted to their environments<sup>57</sup>.

Students with hearing impairments attending special education programs in the Purvanchal area of Uttar Pradesh were the focus of a descriptive survey research. In all, 203 students with hearing loss from six different special schools in the Purvanchal district of Uttar Pradesh were included in the study. The data was collected using a "adjustment inventory of hearing impaired students" created by the researcher, and was analyzed using the t-test and the F-test. The study's main findings are that (a) subgroups of hearing-impaired students formed on the basis of (i) gender, (ii) socioeconomic status, and (iii) perceptions of accommodations for hearing impairment differ significantly in their levels of adjustment, but (b) subgroups formed on the basis of (iii) disability type do not differ significantly in their levels of adjustment<sup>58</sup>.

Researchers in Nigeria analyzed how librarians at federal institutions fared socially in relation to their own self-esteem and emotional intelligence. The study examined the relationship between emotional intelligence and self-esteem by surveying 107 librarians from 40 federal institutions in Nigeria. The librarians ranged in age from 25 to 60, with a mean ( $\bar{X}$ ) of 36.68 and a standard deviation (SD) of 6.21. Multiple regression analysis shows that emotional intelligence is inversely related to social dysfunction. This points to an intimate link between emotional acuity and thriving in social contexts. In contrast, social maladjustment is significantly linked to low self-esteem ( $P < .05$ ,  $r = .181$ ,  $r^2 = .002$ ,  $P > .05$ ). Although related, the current study focuses on students with hearing problems, whereas the previous one investigated university librarians<sup>59</sup>.

### **2.3.2 Self Esteem and Social Adjustment**

Children with exceptional needs have had their social adjustment examined and compared across several dimensions including age, type of disability, home environment, gender, and chronological birth order. The study's subjects were young people from the Faisalabad district of Punjab who are visually or auditory impaired. One hundred children with exceptional needs (50 of them have visual or auditory problems) make up the study's sample. The approach of deliberate sampling was used to choose them. The ages of the youngsters spanned 13-19. The social adjustment scale was used as a tool for this study's analysis. After examining the data, it was found that students with visual impairments fared better socially than those with hearing loss. There are no significant variations in social adjustment when looking at age, gender, or birth order among children with special needs; nevertheless, the adjustment of these children varies greatly depending on the type of

impairment they have and where they reside. The present research is distinct from its predecessor since it focuses solely on children with hearing difficulties<sup>60</sup>.

Students with hearing loss in the Bahawalpur Division were surveyed to evaluate their psychological and social well-being. Using the Social Emotional Assessment Inventory (SEAI), data on 256 randomly selected students with hearing loss from grades K-5 is gathered from their teachers. Descriptive statistics and a t-test were employed to analyze the data. The findings indicated that children with hearing impairments fared rather well in terms of their social and emotional well-being. In primary and elementary school, boys and girls developed emotionally and socially similarly. The emotional adjustment of male and female students with hearing loss was shown to differ significantly<sup>61</sup>.

The purpose of the research was to examine how students' academic achievements affect their sense of identity and their capacity to adapt to their social environments. The study's subjects were secondary school pupils in the Iranian city of Islamshahr. Cluster random sampling was used to pick 234 students, 112 of whom were female and 122 of whom were male. Applied the Rogers' Self-concept Questionnaire and the Student Adjustment Questionnaire. Academic performance was evaluated based on the cumulative GPA during the first semester. The results of this study, which were analyzed with the use of SPSS, demonstrate that there is a considerable difference in academic achievement and general adjustment between boys and girls, but no such difference exists in their self-concept. Students' scores on the research variables were correlated so that we could examine the relationship between self-concept and social adjustment and academic success in male and female students across several dimensions. The results demonstrate a robust association between self-concept and adaptability. While there is a strong relationship between

academic achievement and social adjustment, there is no such relationship between self-concept and academic achievement. The ability to adapt to new situations was shown to be a key factor in a person's success in life<sup>62</sup>.

Group therapy with an emphasis on problem-solving has been shown to have a positive effect on aggressive behavior and social integration for adolescents with hearing loss. The study used a quasi-experimental design, including a control group and pre- and post-tests. Participants were all young people sent to the Yazd Speech Therapy Centers in Yazd City, Iran, for treatment of their hearing loss. Thirty adolescents were selected, 15 each for the control and experimental groups, from the referred population of hearing-impaired students who had excessive violence and poor social adjustment. Information was gathered using the California Social Behavior Inventory and the Buss and Perry Aggression Inventory. Group therapy sessions based on a problem-solving intervention were held for the experimental group seven times, each lasting an hour. The data was analyzed by means of repeated measures analysis of covariance. Although the focus of the present study is on self-esteem, emotional intelligence, and social adjustment, results demonstrate that problem-solving groups can decrease aggression ( $p = 0.001$ ) and improve social adjustment ( $p = 0.0463$ )<sup>63</sup>.

Adolescents' social adjustment was examined, as was their level of emotional intelligence. The research only includes eight schools in and around Karaikudi, Tamil Nadu, South India. Three hundred secondary school students from the Sivaganga District of Tamil Nadu, India, namely the Karaikudi district, were selected at random. The Emotional Intelligence and Social Adjustment Scale was used to compile the data. The study's findings highlight how challenging it is for a maturing adult to exert emotional self-control. Many

modern adolescents struggle with maturing and adjusting to their new environments. There is a lot of strain, both from the academic goals and the emotional issues. The significance of emotional intelligence to social and emotional learning in today's schools was also investigated. Finally, the study's author affirmed that social and emotional learning programs help children become more self-aware, and that additional programs like these should be incorporated into school mental health. Empathy, collaboration, self-control, and responsibility are just few of the skills that make up the four pillars of students' social and emotional development<sup>64</sup>.

The purpose of this research was to examine how students' emotional intelligence, mental health, and sense of self are related to their hearing impairment. Simple random selection was used to collect information from 36 students with hearing impairments at Penang's Federation Special Education National Secondary School. Emotional quotient, psychological well-being, and self-esteem were measured using the Ryff's Psychological Well-Being Scale, the Rosenberg Self-Esteem Scale, and the Bar-On Emotional Quotient: Short (EQ-i: S) instrument. The results indicated a moderate degree of confidence, psychological health, and emotional acuity. Positive and significant links were found between autonomy and environmental mastery and all three measures of emotional intelligence, as well as between the five components of emotional intelligence (interpersonal relationships, interpersonal, adaptability, stress management, and general mood). Self-acceptance, healthy connections, environmental mastery, and personal progress, the four pillars of psychological well-being, were found to have no meaningful link. Based on the study's findings, educational authorities will be able to guide students with disabilities in a way that advances both their own and the institution's aims<sup>65</sup>.

This research from Mafraq Governorate, Jordan, compared the emotional intelligence of pupils who are deaf with those who are blind. There were a total of 198 pupils included in the analysis, 144 of whom were hearing-impaired and 54 of whom were visually-impaired and all of them were enrolled in Jordanian special education programs during the current school year (2018-2019). The researchers constructed a 38-item scale of emotional intelligence based on the following four areas: emotional knowledge, emotional control, empathy, and social competence. The results indicated that the average level of emotional intelligence among deaf pupils was rather low ( $M=1.51$ ). The pupils who were visually challenged scored moderately on an aggregate measure of emotional intelligence ( $M=3.64$ ). The findings also showed that there were substantial disparities between hearing-impaired and visually-impaired pupils overall and across all domains of emotional intelligence, with the discrepancies favoring the visually-impaired group. The study urged policymakers, educators, and psychologists to treat people with visual and auditory impairments as seriously as they do the general population, providing them with equal access to resources and positive treatment<sup>66</sup>.

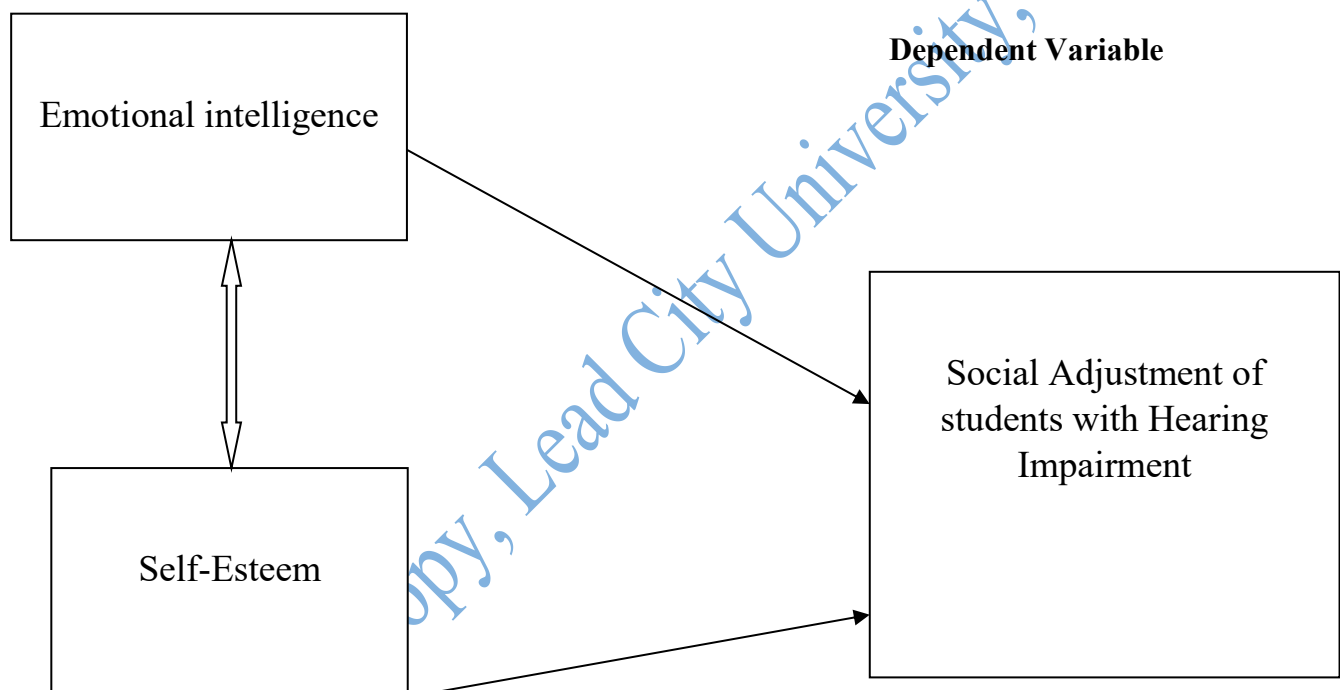
Findings suggest that among students with physical impairments in the Port Harcourt City Local Government Area of Rivers State, emotional intelligence is a predictor of social adjustment. The study employs a correlational methodology and samples 236 pupils who are physically impaired. The Emotional Intelligence and Social Adjustment Inventory (EISAI) was used to gather data, since it has been shown to be both reliable and valid in previous studies. Data collection and analysis involved the use of multiple regression coefficients, as well as analysis of variance and t-tests. The results showed that students' emotional intelligence contributed significantly to and independently predicted their social adjustment.

The findings supported the recommendation that school counselors use interventions targeted at enhancing students' social adjustment<sup>67</sup>.

The goal of this research was to examine the relationship between students' levels of self-esteem and social acceptability at Federal College of Education (Special) in Oyo and their level of social adjustment. Students participated in a survey for the study by filling out a questionnaire they developed themselves. One hundred (100) students were selected at random to participate in the study. Five hypotheses were generated for the purpose of this research and assessed at the 0.05 level of significance. The collected data was analyzed using Chi-square. Students with hearing impairments (SWHI) were found to have a significant correlation between their self-concept and their social adjustment (128.43>9.15), as well as a correlation between their self-esteem, social acceptance, and social adjustment (92.31>9.15). A strong correlation was found between social adjustment and self-esteem (33.78>9.15) on the SWHI. Female SWHI social acceptance was likewise significantly related to self-esteem (88.095>9.15), and male SWHI social acceptance was significantly related to female SWHI when compared to the table value (92.31>9.15). Hearing-impaired students were less confident and less accepted by their peers. There was a clear indication of social acceptability and adjustment on the SWHI (92.31>9.15). This calls for the establishment of efficient counseling-based treatments aimed at assisting SWHI who are having issues transitioning to the rigors of higher education. Maintaining a social and environmental context that encourages SWHI is a top priority for all involved parties. All other factors are the same, making social acceptability in this study and emotional intelligence in the present study the sole differences<sup>68</sup>.

## 2.4 Conceptual Model

### Independent Variables



**Fig 2.1: Adopted Conceptual model**

The conceptual model depicts how the different variables interact with one another. There is a connection between the dependent variable and the two independent variables. The effect that the independent factors have on the social adjustment variable, which is the dependent variable, will be investigated. Students who have hearing loss may have difficulty adjusting

socially due to a combination of factors, including low emotional intelligence and low self-esteem.

## **2.5 Summary of Gap in Literature Reviewed**

In this study, the relevant research on hearing-impaired students' emotional intelligence, self-esteem, and social adjustment was analyzed and assessed. All of the reviews, including the conceptual, theoretical, and empirical ones, have been finished. The theoretical reviews concentrated on the emotional intelligence, self-esteem, and social adjustment of students with hearing impairments. This study investigates how well students who have hearing impairments adapt socially, how emotionally intelligent these students are, and how they feel about themselves.

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## Endnotes

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### Chapter Three

## **Methodology**

This chapter presents the research design, population, sample and sampling techniques, instrumentation, validity and reliability of instruments, procedure for data collection and method of data analysis.

### **3.1 Research Design**

This study adopted the descriptive research design of survey type. This is because the researcher did not manipulate any of the variables of interest in the study.

### **3.2 Population of the Study**

The population of this study comprised of four hundred and fifty (450) male and female students with hearing impairment in Federal College of Education (Special) Oyo. The population of students with hearing impairment in the college comprises of two hundred (200) males and two hundred and fifty (250) females making the total of four hundred and fifty (450) students with hearing impairment.

Table 3.1 Total Population of Students with Hearing Impairment in Federal College of Education (Special), Oyo.

S/N	Students Level	Gender		No. of students
		Male	Female	
1.	100	73	95	168
2.	200	70	93	163
3.	300	57	63	119
		<b>200</b>	<b>250</b>	<b>450</b>

**Source: Directorate of Management and Information System, Federal College of Education (Special), Oyo, 2023**

On October 5, 1977, the institution that would later be known as Federal Advanced Teacher's college (Special) was inaugurated as Federal College of Education (Special), Oyo. According to a study that was published in 1996 by the UNDP and UNESCO (NIR/87/008), the institution has among the most highly skilled personnel in the field of special education not only in Nigeria but also in West Africa, North Africa, East Africa, and Central Africa. It is the only institution of higher learning of its sort in all of Nigeria and sub-Saharan Africa. It has the highest concentration of specialized facilities for teaching and training of teachers of the Handicapped in Nigeria. Additionally, it has the largest agglomeration of impaired students that could be found in any higher institution in Nigeria. The name of the educational establishment was changed from the Federal Advanced Teachers College to the College of Education, and it was given the responsibility of conferring the National Certificate<sup>1</sup>.

There are a total of eight schools within the college: the School of Early Childhood Care, Primary and Adult & Non-Formal Education, the School of General Studies Education, the School of Special Education, and the School of Secondary Education - Sciences Programmes. Each of these schools focuses on a specific aspect of education: the arts, the

social sciences, the sciences, vocational and technical education, and early childhood care and education<sup>2</sup>.

### **3.3 Sample and Sampling Technique**

The sample for this study was selected using intact sampling across the entire 100, 200 and 300 level students with hearing impairment in Federal College of Education (Special) Oyo, Oyo State.

### **3.4 Description Research Instrument**

Three instruments that measure emotional intelligence, self-esteem, and social adjustment, comprises four subscales was used by the researcher. Myrna M. Weissman and Eugene S. Paykel's SAS-SR, an adaptation of the social adjustment scale (SAS), was inspired by Kirk and Sommer, Rocha, Brooks-Gunn, and Rubl. The scale is curious to know how a person is adjusting to school, family, and friends. The 20-item self-report assessment used in the measure focuses on common social adaptations. On a five point scale, participants assess themselves on the things<sup>3</sup>.

The original emotional intelligence model proposed by Salovey and Mayer serves as the foundation for the Schutte Emotional Intelligence Scale (SEIS), sometimes referred to as the Self-Report Emotional Intelligence Test. According to this concept, emotional intelligence entails evaluating one's own and others' emotions, expressing those emotions, controlling one's own and others' emotions, and using emotions to help solve issues. A 33-item self-report survey concentrating on normal emotional intelligence makes up the measure. On a five-point scale, participants rank themselves on the items<sup>4</sup>.

The 10-item Rosenberg Self-Esteem (1965) Scale serves as a gauge of overall self-esteem. A four point Likert scale, from strongly agree to strongly disagree, is used to rate

responses. Both positively and negatively phrased items are used in the RSES. Items with negative wording are reverse coded, and item scores are added to determine the overall score. Global self-esteem is correlated with better scores<sup>5</sup>.

### **3.5 Validity of Research Instrument**

Validity refers to the degree to which an instrument measures what it is purported or expected to measure. The research instrument was validated by the researcher's supervisor and other lecturers in Guidance and Counselling Unit, Department of Arts and Social Science Education at Lead City University in Ibadan, Nigeria.

### **3.6 Reliability of Research Instrument**

Reliability is the degree of consistency of an instrument in measuring what it is designed to measure. In order to ensure the reliability of the instrument, the items were exposed to a pilot study, where 20 copies of questionnaires were administered on 20 male and female students with hearing impairment in the Department of Special Education and Rehabilitation Sciences. Cronbach alpha coefficient was used to find the reliability of EISESAQ, which was 0.712.

### **3.7 Administration and Method of Data Collection**

The researcher paid a preliminary visit to the college beforehand in order to solicit permission and mutual cooperation of the institutions authorities, management, staff (teaching and non-teaching), and students with hearing impairment in particular who were the participants that are to be used in this study. The researcher together with the help of two (2) research assistants and two (2) professional sign language interpreters provided succinct information and guidance as to how the participants were to fill the items of the instruments

for them to supply appropriate information/data as applicable to each of them as much as possible. Data collection lasted two months as due diligence was ensured to get almost all the sampled students.

### **3.6 Method of Data Analysis**

The statistical tools to be used for the analysis of data collected from the sample in this study were both the descriptive and inferential statistics. The descriptive statistics, through frequency count, percentages mean and standard deviation was used to answer the raised research questions. While the inferential statistics through, the Pearsons Product Moment Correlation and multiple regression analyses were employed in data analyses at 0.05 level of significance to test the formulated hypotheses.

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## Endnotes

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## Chapter Four

### Results and Discussion of Findings

This chapter presents the results, analysis and discussion of the findings. The results and discussion of findings were presented based on the demographic data analysis of the participants, hypothesis, and discussion of the findings as follows:

#### 4.0 Results

##### Demographic Data Analysis

This section examines and presents information about the demographic data analysis on gender, level, religion practised and age of the participants.

Table 4.1: Frequency Table showing gender distribution of the participants as a whole

Gender	Frequency	Percentage	Cumulative percentage
Male	185	46.02	46.02
Female	217	53.98	100.0
Total	402	100	

*Source: Fieldwork, 2023*

Table 4.1 reveals that 185 (46.02%) of the participants are Male while 217 (53.98%) of the participants are female. Majority of the participants are female.

Table 4.2: Frequency Table Showing the Academic Level of the Participants

Academic Level	Frequency	Percentage	Cumulative percentage
100	138	34.33	34.33
200	131	32.59	66.92
300	133	33.08	100
<b>Total</b>	<b>402</b>	<b>100</b>	

*Source: Fieldwork, 2023*

Table 4.1.1.2 shows that 138 (34.33%) of the participants are in their first academic year in the school, 131 (32.59%) of the participants are 200 level students while the remaining 133 (33.08%) are in 300 level.

Table 4.3: Frequency table showing the Religion Practiced by the Participants

Religion	Frequency	Percentage	Cumulative Percentage
Christianity	192	47.76	47.76
Islam	210	52.24	100.0
<b>Total</b>	<b>402</b>	<b>100.0</b>	

*Source: Fieldwork, 2023*

Table 4.3 reveals that 192 (47.76%) of the participants practice Christianity as a religion while 210 (52.24%) practice Islam as a religion. It is clear that majority of the participants practice Islam as a religion.

Table 4.4: Frequency Table showing Age distribution of the participants

Age	Frequency	Percentage	Cumulative percentage
Less than 20	135	33.58	33.58
21-30	138	34.32	67.9
31 and above	129	32.10	100.0
<b>Total</b>	<b>402</b>	<b>100</b>	

*Source: Fieldwork, 2023*

Table 4.4 shows that 135 (33.58%) of the participants are between the age group less than 20, 138 (34.32%) are between the age group 21-30 years while the remaining 129 (32.10%) are from the age of 31 above.

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## 4.2 Answers to Research Questions

Research Question One: What is the level of social adjustment of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State

Table 4.5: Descriptive Statistics on Level of Social Adjustment of Students with Hearing Impairment

S/N	Item	Never	Occasionally	About half the time	Most of the time	Always	Mean $\bar{x}$	SD
1.	I have been absent from school because of related problems.	108(26.8%)	80(19.90%)	70(17.4%)	82(20.4%)	62(15.4%)	2.89	1.432
2.	I have been able to keep up with my school work even with my related problems.	79(19.65%)	91(22.64%)	81(20.1%)	75(18.6%)	76(18.91)	2.97	1.378
3.	I am ashamed of how I perform in school.	94(23.38%)	66(16.42%)	70(17.4%)	90(22.3%)	82(20.4%)	3.06	1.485
4.	I had arguments with people around me	71(17.66%)	65(16.17%)	92(22.8%)	90(22.3%)	84(20.9%)	3.14	1.399
5.	I am upset because of my related problems	89(22.14%)	69(17.16%)	67(16.6%)	99(24.6%)	78(19.40)	3.16	1.444
6.	I have been able to talk about my feelings and problems with at least one friend in my school	99(24.63%)	82(20.40%)	78(19.4%)	69(17.1%)	74(18.4%)	2.99	1.441
7.	I have gone out socially with students without any related problem	104(25.8%)	82(20.40%)	69(17.1%)	71(17.6%)	76(18.9%)	2.86	1.466
8.	If my feelings were hurt or offended by my friends, I am easily able to get over it.	91(22.64%)	89(22.14%)	80(19.9%)	67(16.6%)	75(18.6%)	2.89	1.424
9.	I feel shy or uncomfortable with people during and after class because of related problems.	72(17.91%)	82(20.40%)	62(15.4%)	99(24.6%)	87(21.6%)	3.12	1.423

10.	I feel lonely and wished for more friends	76(18.91%)	93(23.13%)	64(15.9%)	93(23.1%)	76(18.9%)	3.09	1.407
11.	I depend on my relatives for help, advice or friendship since the onset of my related problems.	110(27.3%)	72(17.91%)	75(18.6%)	71(17.6%)	74(18.4%)	2.99	1.469
12.	I talk about myself to others.	108(26.8%)	78(19.40%)	72(17.9%)	62(15.4%)	82(20.4%)	2.89	1.489
13.	I have perceived myself negatively because of my related problems.	70(17.41%)	90(22.39%)	77(19.1%)	93(23.1%)	72(17.9%)	3.12	1.368
14.	My self-confidence decreased because of my related problems.	84(20.90%)	86(21.39%)	58(14.4%)	77(19.1%)	97(24.1%)	3.17	1.487
15.	If find it difficult to participate in classroom and sports activities.	76(18.91%)	79(19.65%)	74(18.4%)	85(21.14)	88(21.8%)	3.09	1.428
16.	I have been more interested in interpersonal relationships with people around me.	76(18.91%)	47(11.69%)	94(23.3%)	98(24.3%)	87(21.6%)	3.18	1.398
17.	I have expected extra considerations from my family and friends.	90(22.39%)	72(17.91%)	51(12.6%)	92(22.8%)	97(24.1%)	3.08	1.506
18.	I find it difficult to cope with social experience because of my related problems.	89(22.14%)	80(19.90%)	64(15.9%)	83(20.6%)	86(20.3%)	3.02	1.475
19.	I feel emotionally disturbed when people are around me.	78(19.40%)	85(21.14%)	68(16.9%)	94(23.3%)	77(19.1%)	3.06	1.411
20.	I try to control my emotional anytime I feel hurt by my friends.	82(20.40%)	80(19.90%)	81(20.1%)	77(19.1%)	82(20.4%)	2.99	1.424
							<b>Weighted average mean</b>	<b>3.04</b>

**Source: Fieldwork, 2023**

**Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 =

Very High Level

## Decision- High

Table 4.5 shows that 108(26.87%) of the participants signifies to never have been absent from school due to related problem, 80(19.90%) of the participants did occasionally, 70(17.41) of the participants did about half the time, 82(20.40%) of the participants did most of the time while 62(15.42%) of the participants did always.

79(19.65%) of the participants indicated they have never been able to keep up with their school work and related problems, 91(22.64%) of the participants did occasionally, 81(20.15%) of the participants did about half the time, 75(18.66%) of the participants did most of the time while 76(18.91%) of the participants do always.

94(23.38%) of the participants signifies that they are never ashamed of their performance in school, 66(16.42%) of the participants signifies occasionally, 70(17.41%) of the participants signifies about half the time, 90(22.39%) of the participants signifies most of the time while 82(20.40%) of the participants signifies always.

78(19.40%) of the participants never had arguments with people around them, 75(18.66%) of the participants did occasionally, 92(22.89%) of the participants did about half the time, 90(22.39%) of the participants did most of the time while 84(20.90%) of the participants did always.

89(22.14%) of the participants claims to have never been upset due to related problems, 69(17.16%) of the participants did occasionally, 67(16.67%) of the participants did about half the time, 99(24.63%) of the participants did most of the time while 78(19.40%) of the participants did always.

99(24.63%) of the participants opined that they have never been able to talk about their feelings and problems with at least one friend in school, 82(20.40%) of the participants did occasionally and about half the time 78(19.40%), 69(17.16%) of the participants did most of the time while 74(18.41%) of the participants did always.

104(25.87%) of the participants indicated they have never gone out socially with students without disability, 82(20.40%) of the respondent did occasionally, 69(17.16%) of the participants did about half the time, 71(17.66%) of the participants did most of the time while 76(18.91%) of the participants did always.

91(22.64%) of the participants signifies never were they able to get over it if their feelings were hurt or offended by their friend, 89(22.14%) of the participants were occasionally, 80(19.90%) of the participants were about half the time, 67(16.67%) of the participants were most of the time while 75(18.66%) of the participants were always.

72(17.91%) of the participants claim never to feel shy or uncomfortable with people during and after class because of related problems, 82(20.40%) of the participants did occasionally, 62(15.42%) of the participants did about half the time, 99(24.63%) of the participants did most of the time while 87(21.64%) of the participants did always.

76(18.91%) of the participants never feel lonely nor wished for more friends, 93(23.13%) of the participants did occasionally, 64(15.92%) of the participants did about half the time, 93(23.13%) of the participants did most of the time while 76(18.91%) of the participants did always.

110(27.36%) of the participants indicate that they have never depend on relatives for help, advice or friendship since onset of their related problems, 72(17.91%) of the participants did

occasionally, 75(18.66%) of the participants did about half the time, 71(17.66%) of the participants did most of the time while 74(18.41%) of the participants did always.

108(26.87%) of the participants claim never to have talked about themselves to others, 78(19.40%) of the participants did occasionally, 72(17.91%) of the participants did about half the time, 62(15.42%) of the participants did most of the time while 82(20.40%) of the participants did always.

72(17.91%) of the participants never perceived themselves negatively because of their problems, 90(22.39%) of the participants did occasionally, 77(19.15%) of the participants did about half the time, 93(23.13%) of the participants did most of the time while 72(17.91%) of the participants did always.

84(20.90%) of the participants never felt their self-confidence decreased because of their related problems, 86(21.39%) of the participants did occasionally, 58(14.43%) of the participants did about half the time, 77(19.15%) of the participants did most of the time while 97(24.13%) of the participants did always.

76(18.91%) of the participants claim never find it difficult to participate in classroom and sports activities, 79(19.65%) of the participants did occasionally, 74(18.41%) of the participants did about half the time, 85(21.14%) of the participants did most of the time while 88(21.89%) of the participants did always.

76(18.91%) of the participants have never been more interested in interpersonal relationships with people around them, 47(11.69%) of the participants did occasionally, 94(23.38%) of the participants did about half the time, 98(24.38%) of the participants did most of the time while 87(21.64%) of the participants did always.

90(22.39%) of the participants claim never to have expected extra considerations from family and friends, 72(17.91%) of the participants did occasionally, 51(12.69%) of the participants did about half the time, 92(22.89%) of the participants did most time while 97(24.13%) of the participants did always.

89(22.14%) of the participants never find it difficult to cope with social experience because of their related problems, 80(19.90%) of the participants did occasionally, 68(16.92%) of the participants did about half the time, 83(20.65%) of the participants did most of the time while 86(20.39%) of the participants did always.

78(19.40%) of the participants indicated they have never felt emotionally disturbed when people are around them, 85(21.14%) of the participants did occasionally 68(16.92%) of the participants did about half the times, 94(23.38%) of the participants did most of the time while 77(19.15%) of the participants did always.

82(20.40%) of the participants never try to control their emotion anytime they feel hurt by their friends, 80(19.90%) of the participants did occasionally while 81(20.15%) of the participants did about half the time, 77(19.15%) of the participants did most of the time while 82(20.40%) of the participants did always.

Research Question Two: What is the level of emotional intelligence of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State?

Table 4.6: Descriptive Statistics on level of Emotional intelligence of Students with Hearing Impairment

S/N	Items	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Mean $\bar{X}$	Std. Deviation
1.	I know when to speak about my personal problems to others.	62(15.42%)	68(16.92%)	82(15.17%)	100(24.88%)	90(22.39%)	3.22	1.374
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	83(20.65%)	76(18.91%)	85(21.14%)	81(20.15%)	77(19.15%)	2.98	1.410
3.	I expect that I will do well on most things I try	70(17.41%)	77(19.15%)	82(20.40%)	93(23.13%)	80(19.90%)	3.09	1.383
4.	Other people find it easy to confide in me.	86(21.39%)	84(20.90%)	62(15.42%)	87(21.64%)	83(20.65%)	2.99	1.453
5.	I find it hard to understand the non-verbal messages of other people.	70(17.41%)	84(20.90%)	70(17.41%)	86(21.39%)	92(22.89%)	3.11	1.424
6.	Some of the major events of my life have led me to re-evaluate what is important and not important.	82(20.40%)	88(21.89%)	50(12.44%)	94(23.38%)	88(21.89%)	3.04	1.465
7.	When my mood changes, I see new possibilities.	94(23.38%)	92(22.89%)	59(14.68%)	86(21.39%)	71(17.66%)	2.87	1.440
8.	Emotions are one of the things that make my life worth living.	93(23.13%)	98(24.38%)	61(15.17%)	78(19.40%)	72(17.91%)	2.85	1.436
9.	I am aware of my emotions as I experience them.	93(23.13%)	88(21.89%)	68(16.92%)	82(20.40%)	71(17.66%)	2.88	1.430
10.	I expect good things to happen.	74(18.41%)	70(17.41%)	51(12.69%)	82(20.40%)	125(31.09%)	3.28	1.511
11.	I like to share my emotions with others.	102(25.37%)	95(23.63%)	64(15.92%)	71(17.66%)	70(17.41%)	2.78	1.443
12.	When I experience a positive emotion, I know how	96(23.88%)	100(24.88%)	44(10.95%)	87(21.64%)	75(18.66%)	2.86	1.467

	to make it last.							
13.	I arrange events others enjoy.	89(22.14%)	96(23.88%)	56(13.93%)	81(20.15%)	80(19.90%)	2.92	1.456
14.	I seek out activities that make me happy.	96(23.88%)	89(22.14%)	43(10.70%)	93(23.13%)	81(20.15%)	2.94	1.488
15.	I am aware of the non-verbal messages I send to others.	74(18.41%)	76(18.91%)	47(11.69%)	109(27.11%)	96(23.88%)	3.19	1.456
16.	I present myself in a way that makes a good impression on others.	83(20.65%)	88(21.89%)	77(19.15%)	76(18.91%)	78(19.40%)	2.95	1.418
17.	When I am in a positive mood, solving problems is easy for me.	83(20.65%)	83(20.65%)	43(10.70%)	98(24.38%)	95(23.63%)	3.10	1.489
18.	By looking at their facial expressions, I recognize the emotions people are experiencing.	76(18.91%)	78(19.40%)	82(20.40%)	85(21.14%)	80(19.90%)	3.04	1.404
19.	I know why my emotions change.	50(12.44%)	46(11.44%)	56(13.93%)	140(34.83%)	110(27.36%)	3.53	1.333
20.	When I am in a positive mood, I am able to come up with new ideas.	80(19.90%)	84(20.90%)	48(11.94%)	92(22.89%)	98(24.38%)	3.11	1.485
21.	I have control over my emotions.	95(23.63%)	91(22.64%)	82(20.40%)	74(18.41%)	60(14.93%)	2.78	1.382
22.	I easily recognize my emotions as I experience them.	80(19.90%)	85(21.14%)	80(19.90%)	76(18.91%)	81(20.15%)	2.98	1.417
23.	I motivate myself by imagining a good outcome to tasks I take on.	75(18.66%)	88(21.89%)	92(22.89%)	74(18.41%)	73(18.16%)	2.96	1.371
24.	I compliment others when they have done something well.	75(18.66%)	82(20.40%)	82(20.40%)	86(21.39%)	77(19.15%)	3.02	1.391
25.	I am aware of the non-verbal messages other people send.	102(25.37%)	96(23.88%)	56(13.93%)	80(19.90%)	68(16.92%)	2.79	1.446
26.	When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.	96(23.88%)	82(20.40%)	72(17.91%)	79(19.65%)	73(18.16%)	2.88	1.440

27.	When I feel a change in emotions, I tend to come up with new ideas.	92(22.89%)	98(24.38%)	66(16.42%)	71(17.66%)	75(18.66%)	2.85	1.437	
28.	When I am faced with a challenge, I give up because I believe I will fail.	79(19.65%)	67(16.67%)	78(19.40%)	86(21.39%)	92(22.89%)	3.11	1.440	
29.	I know what other people are feeling just by looking at them.	99(24.63%)	100(24.88%)	46(11.44%)	73(18.16%)	84(20.90%)	2.86	1.496	
30.	I help other people feel better when they are down.	81(20.15%)	85(21.14%)	60(14.93%)	88(21.89%)	88(21.89%)	3.04	1.454	
31.	I use good moods to help myself keep trying in the face of obstacles.	83(20.65%)	76(18.91%)	54(13.43%)	93(23.13%)	96(23.88%)	3.11	1.482	
32.	I can tell how people are feeling by listening to the tone of their voice.	87(21.64%)	87(21.64%)	39(9.70%)	99(24.62%)	90(22.39%)	3.04	1.492	
33.	It is difficult for me to understand why people feel the way they do.	90(22.39%)	92(22.89%)	44(10.95%)	86(21.39%)	90(22.39%)	2.99	1.496	
							<b>Weighted</b>	<b>average</b>	<b>3.00</b>
								<b>mean</b>	

Source: Field work, 2023

**Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

### **Decision- High**

The table above shows that 62(15.42%) of the participants strongly disagree they know when to speak about personal problems to others, 47(16.92%) of the participants somewhat disagrees while 61 (15.17%) of the participants neither agree nor disagree, 100(24.88%) of the participants somewhat agree while 111(27.61%) strongly agree.

83(20.65%) of the participants strongly disagree they remember times they are faced with similar obstacles and overcame them when faced with obstacles, 76(18.91%) of the participants somewhat disagrees while 85(21.14%) of the participants neither agree nor disagree, 81(20.15%) of the participants somewhat agree while 77(19.15%) of the participants strongly agree.

70(17.41%) of the participants strongly disagree on expecting to do well on most things tried, 77(19.15%) of the participants somewhat disagree while 82(20.40%) of the participants neither agree nor disagree, 83(20.65%) of the participants somewhat agree and 80(19.90%) of the participants strongly agree. 86(21.39%) of the participants strongly disagree other people find it easy to confide in them, 84(20.90%) of the respondent agree somewhat disagree while 62(15.42%) of the participants neither agree nor disagree, 87(21.64%) of the participants somewhat agree and 83 (20.65%) of the participants strongly agree.

70 (17.41%) of the participants strongly disagree on finding it hard to understand the non-verbal messages of others, 84 (20.90%) of the participants somewhat disagree while 60 (14.93%) of the participants neither agree nor disagree, 86(21.39%) of the participants somewhat agree while 92(22.89%) of the participants strongly agree.

82(20.40%) of the participants strongly disagree some of the major events of their lives have led them to re-evaluate what is important and not important, 88(21.89%) of the participants somewhat disagree while 50(12.44%) of the participants neither agree nor disagree, 94(23.38%) of the participants somewhat agree and 88(21.89%) of the participants strongly agree.

94(23.38%) of the participants strongly disagree they see new possibilities when their mood changes, 92(22.89%) of the participants somewhat disagree while 59(14.68%) of the participants neither agree nor disagree, 86(21.39%) of the participants somewhat agree and 71(17.66%) of the strongly agree.

93(23.13%) of the participants strongly disagree emotions are one of the things that make their lives worth living, 98(24.38%) of the participants somewhat disagree while 61(15.17%) of the participants neither agree nor disagree, 78 (19.40%) of the participants somewhat agree while 72(17.91%) of the participants strongly agree.

93(23.13%) of the participants strongly disagree they are aware of their emotions as they experience it, 88(21.89%) of the participants somewhat disagree while 68(16.92%) of the participants neither agree nor disagree, 82(20.40%) of the participants somewhat agree while 71(17.66%) of the participants strongly agree.

74(18.41%) of the respondent strongly disagree they expect good things, 70(17.41%) of the participants somewhat disagree while 51(12.69%) of the participants neither agree nor

disagree, 82(20.40%) of the participants somewhat agree and 125(31.09%) of the participants strongly agree.

102(25.37%) of the respondent strongly disagree they like to share their emotions with others, 93(23.13%) of the participants somewhat disagree while 64(15.92%) of the participants neither agree nor disagree, 71(17.66%) of the participants somewhat agree and the remaining 70(17.41%) of the participants strongly agree.

96(23.88%) of the participants strongly disagree they know how to make positive experience last, 100(24.88%) of the participants somewhat disagree while 44(10.95%) of the respondent neither agree nor disagree, 87(21.64%) of the participants somewhat agree while 75(18.66%) of the respondent strongly agree.

89(22.14%) of the participants strongly disagree they arrange events others enjoy, 96(23.88%) of the participants somewhat disagree while 56(13.93%) of the participants neither agree nor disagree, 81(20.15%) of the participants somewhat agree while 80(19.90%) of the participants strongly agrees.

96(23.88%) of the participants strongly disagree they seek out activities that makes them happy, 89(22.14%) of the participants somewhat disagree while 43(10.70%) of the participants neither agree nor disagree, 93(23.13%) of the participants somewhat agree and 81(20.15%) of the participants strongly agree.

74(18.41%) of the participants strongly disagree on being aware of the non-verbal messages they sent to others, 76(18.91%) of the participants strongly agree while 47(11.69%) of the participants neither agree nor disagree, 109(27.11%) of the participants somewhat agree while 96(23.88%) of participants strongly agree.

83(20.65%) of the participants strongly disagree they present themselves in a way that makes a good impression on others, 88(21.89%) of the participants somewhat disagree while 77(19.15%) of the participants neither agree nor disagree, 76(18.91%) of the participants somewhat agree and 78(19.40%) of the participants strongly agree.

83(20.65%) of the participants strongly disagree that when they are in a positive mood, solving problems is easy for them, 83(20.65%) of the participants somewhat disagree while 43(10.70%) of the participants neither agree nor disagree, 98(24.38%) of the participants somewhat agree and 95(23.63%) of the respondent strongly agree.

76(18.91%) of the participants strongly disagree that by looking at others facial expressions, they recognize the emotions people are experiencing, 78(19.40%) of the participants somewhat disagree while 82(20.40%) of the participants neither agree nor disagree, 83(20.65%) of the participants somewhat agree and 80(19.90%) of the participants strongly agree.

50(18.18%), of the participants strongly disagree they know why their emotions change, 47(17.09%) of the participants somewhat disagree while 28(10.18%) of the participants neither agree nor disagree, 80(29.09%) of the participants somewhat agree and 70(25.18%) strongly agree.

80(19.90%) of the respondent strongly disagree that when they are in positive mood, they are able to come up with new ideas, 84(20.90%) of the participants somewhat disagree while 48(11.94%) of the participants neither agree nor disagree, 92(22.89%) of the participants somewhat agree and 98(24.38%) of the participants strongly agree.

95(23.63%) of the participants strongly disagree that they have control over their emotions, 91(22.64%) of the participants somewhat disagree while 82(20.40%) of the participants

neither agree nor disagree, 74(18.41%) of the participants somewhat agree and 60(14.93%) of the participants strongly agree.

80(19.90%) of the participants strongly disagree they easily recognize their emotions as they experience them, 85(21.14%) of the participants somewhat disagree while 80(19.90%) of the participants neither agree nor disagree, 76(18.91%) of the participants somewhat agree and 81(20.15%) of the participants strongly agree.

75(18.66%) of the participants strongly disagree they motivate themselves by imagining a good outcome to tasks they take on, 88(21.89%) of the participants somewhat disagree while 92(22.89%) of the participants neither agree nor disagree, 74(18.41%) of the participants somewhat agree and 73(18.16%) of the participants strongly agree.

75(18.66%) of the participants strongly disagree they complement others when they have done something well, 82(20.40%) of the participants somewhat disagree while 82(20.40%) of the participants neither agree nor disagree, 86(21.39%) of the participants somewhat agrees and 78(19.40%) of the participants strongly agree.

102(25.37%) of the participants strongly disagree they are aware of the non-verbal messages other people send to them, 96(23.88%) of the participants somewhat disagree while 56(13.93%) of the participants neither agree nor disagree, 80(19.90%) of the participants somewhat agree and 68(16.92%) of the participants strongly agree.

96(23.88%) of the participants strongly disagree that when another person tells them about an important event in his or her life, they almost feel as though they experienced this event themselves, 82(20.40%) of the participants somewhat disagree while 72(17.91%) of the participants neither agree nor disagree, 79(19.65%) of the respondent somewhat agree and 73(18.16%) of the participants strongly agree.

92(22.89%) of the participants strongly disagree they tend to come up with new ideas when they feel a change in emotions, 98(24.38%) of the participants strongly agree while 66(16.42%) of the participants neither agree nor disagree, 71(17.66%) of the participants somewhat agree and 75(18.66%) of the participants strongly agree.

79(19.65%) of the participants strongly disagree when faced with a challenge, they give up because they believe they will fail, 67(16.67%) of the participants somewhat disagree while 78(19.40%) of the participants neither agree nor disagree, 86(21.39%) of the participants somewhat agree and 92(22.89%) of the participants strongly agree.

99(24.63%) of the participants strongly disagree they know what other people are feeling just by looking at them, 100(24.88%) of the participants somewhat disagree while 46(11.44%) of the participants neither agree nor disagree, 73(18.16%) of the participants somewhat agree while 84(20.90%) of the participants strongly agree.

81(20.15%) of the participants strongly disagree they help other people feel better when they are down, 85(21.14%) of the participants somewhat disagree while 60(14.93%) of the participants neither agree nor disagree, 88(21.89%) of the participants somewhat agree and 88(21.89%) of the participants strongly agree.

83(20.65%) of participants strongly disagree they use good moods to help themselves keep trying in the face of obstacles, 76(18.91%) of the participants somewhat disagree while 54(13.43%) of the participants neither agree nor disagree, 93(23.13%) of the participants somewhat agree and 96(23.88%) of the participants strongly agree.

87(21.64%) of the participants strongly disagree they can tell how people are feeling by listening to the tone of others' voice, 87(21.64%) of the participants somewhat disagree

while 39(9.70%) of the participants neither agree nor disagree, 89(22.14%) of the participants somewhat agree and 90(22.39%) of the participants strongly agree.

90(22.39%) of the participants strongly disagree on finding it difficult for them to understand why people feel the way they do, 92(22.89%) of the participants somewhat disagree while 44(10.95%) of the participants neither agree nor disagree, 86(21.39%) of the respondent somewhat agree and 88(21.89%) of the participants strongly agree. Therefore, the emotional intelligence level of students with hearing impairment are low based on the descriptive statistics.

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Research Question Three: What is the state of self-esteem of students with hearing impairment in the Federal College of Education (Special) Oyo, Oyo State?

Table 4.6: Descriptive statistics of Research Items for Self- Esteem rating scale by Rosenberg (RSES)

S/N	Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean $\bar{X}$	Std. Deviation
1.	On the whole, I am satisfied with myself.	101(25.12%)	105(25.62%)	85(21.14%)	111(27.61%)	2.51	1.144
2.	At times I think I am no good at all.	109(27.11%)	98(24.38%)	113(28.11%)	82(20.40%)	2.42	1.094
3.	I feel that I have a number of good qualities.	96(23.88%)	90(22.39%)	100(24.88%)	116(28.86%)	2.59	1.140
4.	I am able to do things as well as most other people.	103(25.62%)	120(29.85%)	82(20.40%)	97(24.13%)	2.43	1.115
5.	I feel I do not have much to be proud of.	131(32.59%)	103(25.62%)	95(23.63%)	73(18.16%)	2.27	1.103
6.	I certainly feel useless at times.	126(31.34%)	98(24.38%)	103(25.62%)	75(18.66%)	2.32	1.104
7.	I feel that I'm a person of worth, at least on an equal plane with others	98(24.38%)	123(30.60%)	98(24.38%)	83(20.65%)	2.41	1.070
8.	I wish I could have more respect for myself	93(23.13%)	96(23.88%)	97(24.13%)	116(28.86)	2.59	1.134
9.	All in all, I am inclined to feel that I am a failure.	102(25.37%)	109(27.11%)	97(24.13%)	94(23.38%)	2.46	1.107
10	I take a positive attitude toward myself	102(25.37%)	102(25.37%)	108(26.87%)	90(22.39%)	2.46	1.099
					<b>Weighted average mean</b>	<b>2.45</b>	

**Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

## Decision- Low

Table 4.6 reveals that 101(25.12%) of the participants strongly disagree on satisfaction in whole with themselves, 105(25.62%) of the participants disagree, 85(21.14%) of the participants agree while 111(27.61%) of the participants strongly agree. 109(27.11%) of the participants strongly disagree that at times they think they are not good at all, 98(24.38%) of the participants disagree, 113(28.11%) of the participants agree while 82(20.40%) of the participants strongly agree. 96(23.88%) of the participants strongly disagree they have a feeling of having a number of good qualities, 90(22.39%) of the participants disagree, 100(24.88%) of the participants agree while 116(28.86%) of the participants strongly agree. 103(25.62%) of the participants strongly disagree on being able to do things as well as most people, 120(29.85%) of the participants disagree, 82(20.40%) of the participants agree while 97(24.13%) of the participants strongly agree. 131(32.59%) of the participants strongly disagree on feeling they have much to be proud of, 103(25.62%) of the participants disagree, 95(23.63%) of the participants agree while 73(18.16%) of the participants strongly agree. 126(31.34%) of the participants strongly disagree on feeling useless at times, 98(24.38%) of the participants disagree, 103(25.62%) of the participants agree while 75(18.66%) of the respondent strongly agree. 98(24.38%) of the participants strongly disagree on feeling as a person of worth at least on an equal plane with others, 123(30.60%) of the participants disagree, 98(24.38%) of the participants, agree while 83(20.65%) of the participants strongly agree. 93(23.13%) of the participants strongly disagree on wishing to having more respect, 96(23.88%) of the participants disagree, 97(24.13%) of the participants agree while 106(26.37%) of the participants strongly agree. 102(25.37%) of the participants strongly

disagree on having inclined feeling of being a failure all in all, 109(27.11%) of the participants disagree, 97(24.13%) of the participants agree while 94(23.38%) of the participants strongly agree. 102(25.37%) of the participants strongly disagree on taking a positive attitude toward themselves, 102(25.37%) of the participants disagree, 108(26.87%) of the participants agree while 90(22.39%) of the participants strongly agree. It was observed that the state of self-esteem for students with hearing impairment is low.

### 4.3 Tests of Hypotheses

H<sub>01</sub>: There will be no significant joint influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment.

4.7: Inferential statistics showing the joint influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.638 <sup>a</sup>	.636	.635	1.60081	.142

a. Predictors: (Constant), SEIS, RES

b. Dependent Variable: SASSR

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F
1	Regression	288410.229	2	144205.114	56273.376
	Residual	1022.470	399	2.563	
	Total	289432.699	401		

a. Dependent Variable: SASSR

b. Predictors: (Constant), SEIS, RES

Table 4.3.3 above shows that there is a significant joint influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment

**Source: Fieldwork 2023**

The data shown in the preceding table 4.1.3.1 indicate that there is a joint influence of emotional intelligence and self-esteem on the social adjustment of students with hearing impairment. The value  $F(399, 2) = 56273.376$ , which corresponds to a probability level that is significantly lower than 0,05, indicates that this influence exists. Therefore, it is possible to draw the conclusion that students who have a hearing impairment, who accounted for 63.5% (Adj. R<sup>2</sup>) of the respondents, have a social adjustment problem due to a combination of their emotional intelligence and their self-esteem. Therefore, it is established that there is a significant joint influence of emotional intelligence and self-esteem on the social adjustment of students who have a hearing impairment, rejecting the null hypothesis.

H<sub>02</sub>: There will be no significant relative influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment.

4.8: Inferential statistics showing the relative influence of emotional intelligence and self-esteem on social adjustment of students with hearing impairment.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta ( $\beta$ )		
1	(Constant)	-4.551	.199		-22.832	.000
	EI	.597	.013	.965	44.957	.000
	Self-esteem	.083	.053	.034	1.570	.000

a. Dependent Variable: SASSR

**Table 4.8** demonstrates the extent to which emotional intelligence and self-esteem play a role in influencing the social adjustment of students with hearing impairment. Both emotional intelligence ( $\beta=0.965$ ,  $t=44.957$ ) and self-esteem ( $\beta=0.034$ ,  $t=1.570$ ),  $p<0.05$  independently have a substantial impact on the social adjustment of students who have hearing impairment, as stated in the table, however, emotional intelligence has a larger relative influence on social adjustment among students with hearing impairments. The null hypothesis is hereby rejected.

#### 4.4 Discussion of Findings

The result of the first research question revealed that the level of social adjustment among students with hearing impairment is high. This result connotes that male and female students with hearing impairment in the Federal College of Education have a high level of social adjustment, which is implicated in how sociable and relational they are in the college environment. For students who record high social adjustment, This result implies that students with hearing impairment in the Federal Colleges of Education (Special), Oyo, are

able to integrate their social environment despite the challenges, and get along with demands of the social and cultural environment even with the college. Students who are able to adjust socially can be said to self-congruent, showcasing high level of personal adjustment. The participants in the study are students with hearing impairment who can be said to possess social skills used in navigating relationships with student, both hearing and non-hearing alike, lecturers and others in the college community. Social skills when present are confirmed to affect the level of confidence among students, which leads to increase the achievement among students. Hence, a high level of social skills enables the students to acquire the confidence and achievement motivation which affect positively, academic performance<sup>1,2</sup>. High social adjustment confirmed among students with hearing impairment in this study could boost social competence and reduce self-and social stigma of being a student with special needs. However, a study confirmed low level of social adjustment among children with hearing impairment<sup>3</sup>.

Regarding the result of the second research question, the level of emotional intelligence is found to be high among students in the Federal College (Special), Oyo. This finding means that students with hearing impairment have high level of emotional awareness and emotional regulation which could lead to high level of emotional intelligence. The finding points to the high tendency of the students to balance the power of emotions in both intra and inter personal relationships. The probable reason for this finding could be that lecturers in the colleges of education are aware that prospective teachers need adequate training in emotionality and emotional intelligence in order to work with children and so, the curriculum features strategic courses in that regard. Students in colleges of education are trained to become early childhood education experts and their training incorporates how to meet socio-emotional learning needs of children. Accordingly, it was argued that

individuals high in emotional intelligence could accurately perceive certain emotions in themselves and others (e.g., anger, sadness) <sup>4</sup>. High level of emotional intelligence helps individuals to deal with deviant behaviour through self-awareness and self-motivation, regulate emotional and social skills, and convert emotional energy into positive energy <sup>5</sup>.

The state of self-esteem among students with hearing impairment is found to be low in this study. This finding means that these students have more often than not, negative self-evaluation and poor self-worth and value. Low self-esteem in students generally have detrimental consequences, thus, the implications of low self-esteem among students with hearing impairment could trigger serious mental health issues because of their special needs. Self-esteem could have implications for all aspects of life, including studying, academic performance, career aspiration, health behaviour, mental health and spousal choice. Association among lower self-esteem and increased anxiety, depression, and suicidal ideation was confirmed<sup>6</sup>. There is an association between low self-esteem and negative outcomes for young people's behavioural and mental health problems, including health-compromising behaviours such as substance abuse, early sexual activity, and eating problems<sup>7</sup>.

There is a significant joint influence of emotional intelligence and self-esteem on social adjustment according to the first hypothesis in this study. This means that both emotional intelligence and self-esteem exert great influence on social adjustment. It further means that these two variables are protective or risk factors when social adjustment is considered. Accordingly, when social adjustment of students with hearing impairment needs to be increased or decreased, emotional intelligence and self-esteem are factors to be worked on. The probable reason for this finding could be that both emotional intelligence and self-esteem are psychological constructs that bother greatly on self-congruence and intrapersonal

competence which assist every individual with social interaction, and in this case social adjustment. Emotional intelligence is seen to convert emotions and emotionality into positive energy for both self-regulation and relational skill. Self-esteem on the other hand could be demonstrated in perception of self-value and worth, and self-evaluation in relation to interpersonal interactions.

According to the findings of the study, it was determined that a person's potential for social adjustment is significantly impacted when both emotional intelligence and high levels of self-esteem are present at the same time in that individual. It appears from this that a student's emotional intelligence as well as their feeling of their own self-worth play a vital role in the social adjustment of a student who has a hearing handicap. This is most likely owing to the fact that emotional intelligence entails not only the capability of recognizing, comprehending, and exercising control over one's own feelings, but also the capability of empathizing with and comprehending the feelings of other people. Students with hearing impairments can successfully absorb social cues, grasp social norms, and behave correctly when they are placed in social situations if they have high levels of social awareness, which is a significant component of emotional intelligence. Students with high levels of social awareness also tend to have higher levels of emotional intelligence. Students who have trouble hearing but have a high emotional intelligence are more likely to have a heightened awareness of the emotional states of others around them, which leads to enhanced interpersonal relationships and more fluid social interactions. This is because they are better able to read facial expressions and body language.

In addition, the ability to regulate one's emotions is another crucial component of emotional intelligence that plays a role in a person's capacity to adjust socially to new

situations. People who are able to appropriately manage their emotions are more suited to deal with arguments, cope with stress, and develop good connections with other people than those who are unable to do any of these things. Students who have hearing impairments benefit from emotional regulation skills because it enables them to respond to social events in a controlled and productive manner, hence reducing the likelihood of impulsive or inappropriate reactions. Consequently, those who have a high emotional intelligence have a better possibility of adjusting well to a range of social contexts, which supports good social adjustment. This is because emotional intelligence is directly related to the ability to read other people's emotions. Self-esteem and the ability to form meaningful relationships with others both play an important part in the process of social adjustment. Both Self-Esteem and Interpersonal Relationships have an effect on how students with hearing impairments regard themselves in relation to others, while Interpersonal Relationships has an effect on how well students with hearing impairments are able to form and maintain meaningful connections with other people.

People who have healthy levels of self-esteem typically have a positive self-image, which in turn leads to increased levels of self-confidence and assertiveness, both of which are important for effective social interaction and integration. People who have healthy levels of self-esteem are more likely to be successful in their personal and professional lives. The conclusion that emotional intelligence is a predictor of social adjustment among students with physical impairments in the Port Harcourt City Local Government Area of Rivers State is in keeping with the assertion that was made earlier. In order to conduct their correlation investigation, the researchers select a sample size of 236 students who have physical limitations. The Emotional Intelligence and Social Adjustment Inventory (EISAI) was utilized for the purpose of data collection. This inventory has been rigorously examined to

ensure its reliability and validity. The data were analyzed with ANOVA and t-tests, both of which are connected with multiple regression, and the multiple regression coefficients were utilized in the data collection process. The investigation indicated that emotional intelligence played a substantial role, both jointly and independently, in determining how well the children adjusted to their new environments. On the basis of the findings, it was recommended that school counselors design programs with the goal of enhancing students' ability to adjust socially<sup>8</sup>.

Also, people who have healthy self-esteem have a variety of abilities and behaviors that make it easier for them to adapt to the society in which they live. Students who struggle with hearing loss but have healthy levels of self-esteem and confidence are more likely to have these abilities. Students with hearing loss tend to be more assertive, proactive, and good at finding solutions to problems. Because of these characteristics, it is easier to make friends and handle social situations, which contributes to an improved level of social adjustment. A study was conducted to investigate the differences in levels of self-esteem and adjustment between hosteller and non-hosteller students. The research involved 100 students from the Baran community in Rajasthan. 50 hostellers and 50 non-hostellers attended. The self-esteem scale developed by Rosenberg was compared to the adjustment scale developed by Sinha and Singh. Both scales evaluated adjustment. According to the findings of the study, there is a significant discrepancy in self-esteem between hosteller and non-hosteller students. Students who stayed in the hostel and students who did not stay in the hostel had different emotional, social, and educational adjustments. There was a correlation between student adjustment and self-esteem<sup>9</sup>.

Furthermore, emotional intelligence and self-esteem are inextricably linked to one another and contribute to each other's development. A high emotional intelligence can have a beneficial influence on one's self-esteem by increasing one's emotional self-awareness, making it easier to effectively regulate one's emotions, and cultivating empathy for oneself. On the other hand, having a good self-esteem lays a firm basis for the development of emotional intelligence. This enables student with hearing impairments to trust their feelings, accurately evaluate themselves, and keep a positive attitude on their relationships with other people. This two-way street between emotional intelligence and self-esteem contributes significantly to student with hearing impairments overall capacity for healthy social adjustment.

Self-Esteem and Emotional Intelligence go Hand in Hand, emotional intelligence and healthy self-esteem can serve as buffers against the potentially damaging consequences of exposure to environmental and interpersonal stresses and challenges. Student with hearing impairments who have a high emotional intelligence are more suited to manage and cope with social obstacles, which in turn reduces the risk of having negative emotional reactions and maladaptive behaviors. In a similar vein, those who have a good sense of self-esteem are more robust and less likely to be negatively affected by the adverse effects of social rejection or criticism.

Emotional intelligence and self-esteem improve social adjustment, helping hearing-impaired students overcome setbacks and maintain positive social functioning. Emotional intelligence and self-esteem help hearing-impaired students adjust to their social surroundings. Self-esteem boosts social competence and resilience, whereas emotional intelligence improves social awareness, regulation, and relationships. Fostering emotional

intelligence and self-esteem to improve social adjustment is important because of their reciprocal interaction. Understanding these aspects and applying focused treatments helps hearing-impaired students navigate social contexts, improving social adjustment and well-being. This study examined how self-esteem and emotional intelligence influenced Nigerian federal university librarians' social adjustment. The study examined how emotional intelligence and self-esteem affect social adjustment in 107 Nigerian librarians aged 25–60 from 40 federal institutions with a mean ( $X$ ) age of 36.68 years and SD of 6.21. Multiple regression shows a negative connection between emotional intelligence and social maladjustment. This implies that emotional intelligence is crucial to social integration. Self-esteem and social maladjustment are linked, although the former does not. The present study is related to the prior one, except it focuses on hearing-impaired students instead of university librarians<sup>10</sup>.

According to the results of the study that tested the hypothesis of the relative influence of emotional intelligence and self-esteem on the social adjustment of students with hearing impairment, it was discovered that emotional intelligence contributed more to the social adjustment of students with hearing impairment than did self-esteem. This is owing to the fact that students who have hearing impairments have a particular set of obstacles in their ability to communicate with their peers as a result of communication hurdles. Both emotional intelligence (EI) and self-esteem are important psychological characteristics that play a significant role in a person's ability to adjust socially as they progress through school and their social lives. Emotional intelligence could go beyond self-esteem and is of higher relevance in the context of social adjustment for students who have hearing impairment because emotional intelligence combines both intra and interpersonal dimensions in operation. Emotional recognition and mastery can be observed to be of benefit to both an

individual and people around them. While self-esteem does play a part in defining one's self-perception and general well-being, emotional intelligence goes beyond self-esteem and is of greater value.

In addition, emotional intelligence is defined as the capacity to accurately identify and interpret one's own emotions, as well as to successfully control and communicate those emotions. Empathy, self-awareness, the ability to control one's emotions, and social skills are all included in its purview. Students who have a hearing impairment and a high emotional intelligence are better able to perceive and interpret the feelings that they, as well as those of others, are experiencing. This enables these students to form meaningful relationships with one another and more effectively manage their social interactions. These children will be able to recognize and respond to the emotional cues that their classmates give off since they will have improved their communication skills via the promotion of empathy, which is facilitated by emotional intelligence. They are able to compensate for their hearing handicap by interpreting non-verbal clues, such as facial expressions and body language, thanks to their capacity for empathy. Students can develop connections that are inclusive and helpful, leading to enhanced social adjustment, if they acknowledge the feelings of others and demonstrate empathy for those emotions.

Students who have a hearing impairment are better able to comprehend their own emotions and how those feelings impact their behavior when they have a strong foundation in the areas of self-awareness, problem-solving, and decision-making, which are basic components of emotional intelligence. These pupils are able to control their responses and change their communication tactics appropriately because they are aware of their feelings and can regulate them. The ability to control their emotional responses gives them the ability

to manage possible problems, clear up misconceptions, and participate in constructive discourse. This, in turn, helps them have more pleasant social interactions and improves their overall social adjustment. Students who have a hearing impairment get the problem-solving and decision-making abilities necessary for successful social adjustment through the development of emotional intelligence. Both of these skills are important for good social adjustment. These pupils are able to make educated judgments that have the potential to have a good impact on society if they give thought to the psychological and social repercussions of their actions. They are able to negotiate complicated social dynamics and make decisions that are congruent with their social objectives because of their capacity for analyzing circumstances, weighing available options, and anticipating the effects of those choices.

In addition, students who have hearing impairments frequently face social stigmatization and hurdles, both of which can have an adverse effect on their sense of self-worth. Emotional intelligence, on the other hand, assists individuals in the development of resilience as well as skills for coping with difficult situations. These students are able to recover from failures, adjust to shifting social circumstances, and have a good attitude as a result of their high level of emotional intelligence. Their social adjustment is improved as a result of their resiliency and their capacity to effectively cope with adversity since it enables them to overcome any social hurdles with self-assurance and dogged determination. Emotional intelligence comprises the development of social abilities that have a direct influence on social adjustment, whereas self-esteem is a factor that adds to a person's level of confidence in themselves. Students with hearing loss who have a high emotional intelligence can learn effective communication tactics, skills in active listening, ability to resolve conflict, and collaboration skills. These social abilities make it easier for them to

integrate into social networks, which in turn improves their acceptability among peers and contributes to the development of settings that are more inclusive, which eventually results in better social adjustment.

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## Chapter Five

### Conclusion

This section includes the summary of the findings, conclusion, recommendations based on the findings, contribution to knowledge and suggestions for further studies.

#### 5.1. Summary of Findings

A student's learning and development, including important aspects of their social, emotional, and ethical development, are profoundly impacted by the school environment or school location. Substance misuse, aggression, and other negative behaviours are less likely to occur among children who had a positive school experience. bad classroom behavior, low self-concept, high anxiety, low accomplishment, bad connections with parents, teachers, and classmates, a lack of communication, and so on are all things that may be seen in students with hearing impairments at school and at home. Because some of their needs, social or psychological, remain unsatisfied, their ability to adapt to their environment is diminished, and this is a major source of maladjustment. They also tend to associate in terms of relationships more with their hearing impaired peers than with hearing peers, and this is commonly referred to as (deaf culture).

Students at Federal College of Education (Special) Oyo who have hearing impairments were surveyed to determine the effects of emotional intelligence and self-esteem on their social adjustment. Federal College of Education (Special) Oyo students with hearing loss participated in the research. This study's findings are summed up as follows:

Students at the Federal College of Education (Special), Oyo have a high level of social adjustment, as measured by a weighted average mean ( $\bar{X}$ ) of 3.02; they also have a high

level of emotional intelligence, as measured by a weighted average mean ( $\bar{X}$ ) of 3.00; however, their self-esteem is quite low, as measured by a weighted average mean ( $\bar{X}$ ) of 1.02. The findings shows that in the Federal College of Education (Special), Oyo, students with hearing impairment who scored higher on measures of emotional intelligence also scored higher on measures of self-esteem. As a result, we cannot accept the alternative theory. There is a significant relative influence of emotional intelligence and self-esteem on the social adjustment of students with hearing impairment at the Federal College of Education (Special), Oyo; the independent variables (emotional intelligence and self-esteem) account for 63.5 percent of the observed variation when considered together.

## **5.2 Conclusion**

On the basis of the findings of this investigation, the following conclusions were drawn out: Students at the Federal College of Education (Special), Oyo who have hearing impairments have a good degree of social adjustment, Students at the Federal College of Education (Special), Oyo, who have a hearing disability generally have a high degree of emotional intelligence, Students attending the Federal College of Education (Special), located in Oyo, who have a hearing disability generally have poor levels of self-esteem., Both emotional intelligence and self-esteem have a strong joint and relative effect on social adjustment among students with hearing impairment in the Federal College of Education (Special), Oyo. However, emotional intelligence contributes more to social adjustment than self-esteem in this population.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations are made:

1. There should be periodic intervention by counselling psychologists for students with hearing impairment to enhance their self-esteem. Ego bolstering and assertiveness training programme should be given to those students to improve their self-esteem.
2. There should be continuous emotional support for students with hearing impairment in order for them to attain sustenance of emotional competence. This can be done through continuous emotional intelligence training.
3. Students with hearing impairment should be exposed to counselling sessions to help them manage social adjustment early enough and also parents and family members should be engaged in communicating and interacting with students with hearing impairment right from early years. This will enable them acculturate into the society.
4. Stakeholders in colleges of education should strive to help students achieve social adjustment through ensuring that social support and good quality of school life exist for all students irrespective of their special needs, peculiarities and exceptionalities.

### **5.4 Contributions to Knowledge**

This study has contributed to knowledge in the following areas:

1. Emotional intelligence and self-esteem have a significant joint influence on social adjustment among students with hearing impairment in the Federal College of Education (Special), Oyo.
2. Emotional intelligence and self-esteem have significant joint and relative influence on social adjustment among students with hearing impairment in the Federal College

of Education (Special), Oyo, with emotional intelligence contributing more than self-esteem.

3. There is an established conceptual model of emotional intelligence, self-esteem and social adjustment among students with hearing impairment.
4. This study has implications for counselling psychologists' and special educators' practice in identifying areas of need for psychotherapy among students with hearing impairment.

### 5.5 Suggested Areas for Further Researches

1. **Research Design:** This study employed the descriptive survey, future studies can use other designs like quasi experimental designs to foster social adjustment among students with hearing impairment.
2. **Methodology:** The methodology used in this study was quantitative (the use of questionnaires) method of research. Qualitative or mixed method can be used by researchers in future studies.
3. **Population:** The researcher is suggesting that further researches be carried out using students with hearing impairment in secondary schools and universities.
4. **Variables:** Other variables such as socio-demographics (age, gender, socio-economic status, marital status) can be used by other researchers in relation to social adjustment.

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## **Appendix I**

### **Emotional Intelligence, Self-esteem and Social Adjustment Questionnaire**

Dear respondent,

This questionnaire is designed to elicit information on emotional intelligence and self-esteem as determinants of social adjustment among students with hearing impairment in the Federal College of Education (Special) Oyo. Please note that this research is mainly for academic purpose and any information received from you will be treated with utmost confidentiality.

Thank you.

Adeolu Akintunde ADELEYE

#### **Instruction**

You are kindly required to carefully read through and respond to each statement and indicate your response opinion by ticking (✓) appropriate option.

For section B-D, tick the option (✓) that best suits your opinion from the options available in Likert format of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D)

**Section A**

**Demographic Data**

Gender: Male ( ) Female ( )

Level: 100 ( ) 200 ( ) 300 ( )

Religion: Christianity ( ) Muslim ( ) Traditional ( )

Age: Less than 20 ( ) 21-25 ( ) 26-30 ( )

Adapted social adjustment scale Self-Report (SAS-SR) by Myrna M. Weissman and Eugene S. Paykel; Patterned from Kirk and Sommer; Rocha;

**Section B**

Key

This is questionnaire that measures social adjustment

1 = Never

2 = Occasionally

3 = About half the time

4 = Most of the time

5 = Always

S/N	ITEM	1	2	3	4	5
1.	I have been absent from school because of related problems.					
2.	I have been able to keep up with my school work					

	even with my related problems.					
3.	I am ashamed of how I perform in school.					
4.	I had arguments with people around me					
5.	I am upset because of my related problems					
6.	I have been able to talk about my feelings and problems with at least one friend in my school					
7.	I have gone out socially with students without any related problem					
8.	If my feelings were hurt or offended by my friends, I am easily able to get over it.					
9.	I feel shy or uncomfortable with people during and after class because of related problems.					
10.	I feel lonely and wished for more friends					
11.	I depend on my relatives for help, advice or friendship since the onset of my related problems.					
12.	I talk about myself to others.					
13.	I have perceived myself negatively because of my related problems.					
14.	My self-confidence decreased because of my related problems.					
15.	If find it difficult to participate in classroom and sports activities.					

16.	I have been more interested in interpersonal relationships with people around me.					
17.	I have expected extra considerations from my family and friends.					
18.	I find it difficult to cope with social experience because of my related problems.					
19.	I feel emotionally disturbed when people are around me.					
20.	I try to control my emotional anytime I feel hurt by my friends.					

### Section C

#### Emotional intelligence scale by Schutte (SEIS)

Key

There is no right or wrong answers.

1 = strongly disagree

2 = somewhat disagree

3 = neither agree nor disagree

4 = somewhat agree

5 = strongly agree

S/N	Items	1	2	3	4	5
1.	I know when to speak about my personal problems to others					

2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them					
3.	I expect that I will do well on most things I try					
4.	Other people find it easy to confide in me					
5.	I find it hard to understand the non-verbal messages of other people.					
6.	Some of the major events of my life have led me to re-evaluate what is important and not important					
7.	When my mood changes, I see new possibilities					
8.	Emotions are one of the things that make my life worth living					
9.	I am aware of my emotions as I experience them					
10.	I expect good things to happen					
11.	I like to share my emotions with others					
12.	When I experience a positive emotion, I know how to make it last.					
13.	I arrange events others enjoy					
14.	I seek out activities that make me happy					
15.	I am aware of the non-verbal messages I send to others					
16.	I present myself in a way that makes a good impression on others					
17.	When I am in a positive mood, solving problems is easy for					

	me					
18.	By looking at their facial expressions, I recognize the emotions people are experiencing					
19.	I know why my emotions change.					
20.	When I am in a positive mood, I am able to come up with new ideas					
21.	I have control over my emotions					
22.	I easily recognize my emotions as I experience them					
23.	I motivate myself by imagining a good outcome to tasks I take on					
24.	I compliment others when they have done something well					
25.	I am aware of the non-verbal messages other people send					
26.	When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself					
27.	When I feel a change in emotions, I tend to come up with new ideas					
28.	When I am faced with a challenge, I give up because I believe I will fail					
29.	I know what other people are feeling just by looking at them					
30.	I help other people feel better when they are down					
31.	I use good moods to help myself keep trying in the face of					

	obstacles					
32.	I can tell how people are feeling by listening to the tone of their voice					
33.	It is difficult for me to understand why people feel the way they do					

### Section D

#### Self- Esteem rating scale by Rosenberg (RSES)

Key

Items 2, 5, 6, 8, 9 are reverse scored,

Strongly Disagree =1

Disagree =2

Agree =3

Strongly Agree = 4

Higher scores indicate higher self-esteem.

S/N	ITEMS	1	2	3	4
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1.	On the whole, I am satisfied with myself.				
2.	At times I think I am no good at all.				
3.	I feel that I have a number of good qualities.				
4.	I am able to do things as well as most other people.				
5.	I feel I do not have much to be proud of.				
6.	I certainly feel useless at times.				
7.	I feel that I'm a person of worth, at least on an equal plane with others				
8.	I wish I could have more respect for myself				
9.	All in all, I am inclined to feel that I am a failure.				
10	I take a positive attitude toward myself				

### Bio-data

#### A. Personal Data

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#### B. Educational Background with Dates

- ❖ Lead City University, Ibadan Oyo State - 2021 – till Date
- ❖ University of Ibadan, Ibadan Oyo State. - 2013 – 2016

- ❖ Federal College of Education (Sp.), Oyo - 2007 – 2011
- ❖ Ogbomosho High School, Ogbomosho - 1999 – 2005
- ❖ Ijeru Baptist Primary School, Ogbomosho - 1994 – 1999

**C. Working Experience with Dates**

- ❖ Office Assistant at Entourage Nigeria Company Ltd. - Jan. – Dec., 2012.
- ❖ National Service Personnel: Shehu Shagari College of Education Sokoto, Sokoto State. (Lecturing Special Education courses) In partial fulfillment of the National Youth Service Corps (NYSC) Programme - July 2017 – June 2018

**D. Award and Fellowships (if any): Nil**

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### **The University Compliance Certification**

This is to certify that the thesis by Adeolu Akintunde ADELEYE with the matric number LCU/PG/002429 in the Department of Guidance and Counseling, Faculty of Arts and Education Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

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Signature

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Date

*Do Not Copy, Lead City University, Nigeria*