



ABSTRACT

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TITLE: THE SELF-CONCEPT AND ITS RELATIONSHIP TO SOCIAL ADJUSTMENT AND ACADEMIC PERFORMANCE OF SELECTED HEARING IMPAIRED STUDENTS

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OBJECTIVES OF THIS STUDY:

A. GENERAL

This study aimed to determine the relationship of academic performance and social adjustment to the level of self-concept of selected hearing impaired students.

B. SPECIFIC

1. What is the level of self-concept of selected hearing impaired students as measured by the PASAO Self-Concept Scale?
2. What is the level of social adjustment of selected hearing impaired students as measured by the Self-Made Questionnaires?



3. What is the level of academic performance of selected hearing impaired students as measured by the Grade Point Average during the first quarter?
4. Is there a significant relationship between self-concept and social adjustment of selected hearing impaired students?
5. Is there a significant relationship between self-concept and academic performance of selected hearing impaired students?

SCOPE AND COVERAGE

This study, a correlational research, measured the level of self-concept of selected hearing impaired students from Deaf Christian School at Dasmariñas, Cavite in relation to their social adjustment and academic performance. The study was limited to twenty (20) hearing impaired students, fourteen (14) to twenty-two (22) years of age.

To measure their academic performance, the level of self-concept of selected hearing impaired students in relation to their academic performance was measured by gathering their scholastic grades. The questionnaires such as PASAO Self-Concept Scale were used to measure the self-concept level, and the Self-Made Test was used to measure their social adjustment.

METHODOLOGY

A. RESEARCH DESIGN



The researchers utilized the correlational method in gathering the data. In this correlational study, the researchers were interested in both the direction of the relationship between the self-concept, academic performance, and the social adjustment, and the degree or strength of the relationship between the three variables. According to Horowitz and Bordens (1995), correlational research measures two or more variable and look for a relationship between them. Unlike descriptive research, correlational approaches are designed to measure how different variables relate to each other. If changes in one variable are associated with changes in another, the two variables are said to be correlated. Determining how variables relate to each other, or correlate, can suggest to the researchers how similar or different the two psychological measures are, and how well one variable can be used to predict another (Brehm et.al, 1999).

In this study, correlational method was used to determine the relationship of academic performance and social adjustment to the self-concept level of selected hearing impaired students at Deaf Christian School. Accordingly, the use of correlational study was appropriate in exploring whether or not academic performance and social adjustment were indeed related to the self-concept of the hearing impaired students.



B. RESEARCH RESPONDENTS

The respondents of the study were selected hearing impaired students at Deaf Christian School, Dasmariñas, Cavite, school year 2004-2005. There were twenty (20) hearing impaired respondents fourteen (14) to twenty-two (22) years old. These 20 hearing impaired students were composed of twelve (12) boys and eight (8) girls. Purposive sampling was utilized in this study. The researchers, after receiving parental consents from their respondents, administered the tests.

C. DATA GATHERING PROCEDURE

The researchers prepared a formal letter noted by their thesis adviser to the principal of Deaf Christian School, asking permission to allow their students to be the respondents of the study. To make it more formal, the researchers personally went to the school to talk to the administrators. The researchers explained the background and the purpose of the study. They asked the principal the availability of the students, since it was mentioned that the students were busy with the incoming interschool activities. The researchers also discussed how the test would be conducted. Letters were also given to the parents, asking their permission to allow their children to be the respondents of the study. They were



assured of the confidentiality of the results of the tests. Fortunately, only one student was not allowed to be a respondent.

The researchers administered the tests at Deaf Christian School Foundation Inc., compound at Dasmariñas, Cavite. The two tests were conducted in three separate days. The PASAO Self-Concept Scale was conducted twice. During the first administration, the researchers themselves attempted to interpret the tests questions for the students. Unfortunately, it took them a lot of time before they could interpret an item, so, they asked the help of one of the teachers. The researchers administered the Self-Made Test on social adjustment three days after they conducted the first test. The second administration of the PASAO was done a week after the first attempt. To measure the academic performance of the respondents, the researchers coordinated with the class advisers to get the grade point average of the students during the first quarter.

The responses acquired through the two questionnaires and the GPA was tabulated. The measure of correlation between self-concept and social adjustment as well as the correlation between self-concept and academic performance was computed to determine whether or not there is a significant relationship between the variables.



D. RESEARCH INSTRUMENT

The study used the PASAO Self-Concept Scale to attain the answers to the questions raised in the statement of the problem. The researchers also used a self-made test to determine the level of social adjustment while gathering the Grade Point Average (GPA) of the hearing impaired students during the first quarter helped to verify the academic performance of the respondents. The three gathered data helped in determining the relationship existing between self-concept, social adjustment and academic performance.

E. STATISTICAL TOOL

In determining the self-concept level of selected hearing impaired students in relation with their social adjustment and academic performance, the following tests were used:

1. **The Mean.** The mean, which is considered as the best measure of central tendency, shows the point on the scale on which the scores tend to group themselves. It is that the value represents the whole distribution. In this study, the mean was used to identify the level of self-concept, social adjustment and academic performance of the respondents. The formula is:



$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = the mean

\sum = the sum

X = the raw score in a set of score

N = the total number of scores in a set

2. Pearson's r. The Pearson's r is the most refined development of correlational research, which can effectively quantify the relationship between the variables. In this study, the researchers used Pearson's r to determine the correlation between the self-concept and social adjustment and academic performance of the respondents. The formula is:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

where:

N = the total number of population

x = the first variable

y = the second variable

\sum = the summation

MAJOR FINDINGS



The results of the study revealed that the hearing impaired students had an average self-concept level. Their positive regard toward themselves is neither high nor low. When it comes to adjusting to the society, it showed that most of them could moderately adjust to the environment of the majority. Based on their GPA during the first quarter, they had a satisfactory academic performance. There had been no significant relationship between self-concept and social adjustment. This showed that the self-concept of a hearing impaired had nothing to do with their manner of adjusting to the population of the majority. In addition, there was also no significant relationship between self-concept and academic performance. A hearing impaired student may have a good performance in his academics but may experience some difficulties with his own self-concept.

CONCLUSIONS

1. The selected hearing impaired students have an average level of self-concept because of their physical disability.
2. As revealed by a Self-Made Test for Social Adjustment, the respondents were only moderately adjusted. Because of their physical disability, they could not adjust easily to the norms of the society.
3. Most of the students' academic performance was satisfactory based on their Grade Point Average during the first quarter.



4. There was no significant relationship between self-concept and social adjustment. The level of self-concept of selected hearing impaired students did not affect their manner of adjusting to the society.
5. There was no significant relationship between self-concept and academic performance. The self-concept level of selected hearing impaired students had no effects on their academic performance. If an individual has a high regard towards himself, it does not follow that he would also have a good academic performance.

RECOMMENDATIONS

1. The hearing impaired students must be loved and given importance by the parents, teachers and society.
2. The parents must continuously show their love and affirm their support for their child to help them gain confidence and self-worth.
3. The teachers of hearing impaired students must show acceptance of the said students. Hearing impaired students should feel that they are accepted as an individual and cared for by others. Thus, the teacher must have positive attitude towards them, be aware of their strengths and limitations, and encourage them to hone their talents.



4. The society must have an open mind and open heart to easily accept the condition of the special population.

