SELF ACCEPTANCE AND SOCIO-EMOTIONAL ADJUSTMENT IN RELATION TO LEVEL OF ASPIRATION AMONG HEARING IMPAIRED SECONDARY SCHOOL STUDENTS IN INCLUSIVE AND SPECIAL SCHOOLS

Thesis submitted for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

By

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2023

DECLARATION

I, BINCY.P., do hereby declare that this thesis entitled Self acceptance and Socio-emotional Adjustment in Relation to Level of Aspiration among Hearing Impaired Secondary School students in Inclusive and Special schools is a bonafide record of research work done by me under the guidance and supervision of Dr. MEERA.K.P, Professor, Department of Education, University of Calicut, Kerala, for the award of the degree of Doctor of Philosophy in Education. I also declare that this thesis or any part of it has not been submitted by me for the award of any other Degree, Diploma, Title, or Recognition before.

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CERTIFICATE

I, Dr. MEERA. K.P, do hereby certify that this thesis entitled Self acceptance and Socio-emotional Adjustment in Relation to Level of Aspiration among Hearing Impaired Secondary School students in Inclusive and Special Schools is a record of bonafide study and research carried out by BINCY.P, under my direct guidance and supervision. The thesis has reached the standards and fulfilled the requirements of the rules and regulations relating to the nature of the degree. The contents embodied in the thesis have not been submitted for the award of any other Degree, Diploma, Title, or Recognition before.

I also hereby certify that the suggestions from the adjudicators have been incorporated into the revised thesis. Soft copy attached is the same as that of the revised copy.

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ACKNOWLEDGMENTS

schools in the state of Kerala for their support and cooperation during the study's data collection period.

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.06.2023

SELF ACCEPTANCE AND SOCIO-EMOTIONAL ADJUSTMENT IN RELATION TO LEVEL OF ASPIRATION AMONG HEARING IMPAIRED SECONDARY SCHOOL STUDENTS IN INCLUSIVE AND SPECIAL SCHOOLS

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Abstract

One of the major aims of Education in the changing world is to benefit all learners including those with special educational needs. For a few decades, many developments have been taking place in the field of education of children with Special needs at the national and International level. In India, there are various types of educational practices imparted for Special needs children through Special education and Inclusive education. Studies reveal that the number of children with special needs who receive their education from Inclusive schools is rapidly increasing (Eriks, Brophy & Whittingham, 2013), at the same time the present Inclusive system could not address the problems of Special needs children effectively, especially Hearing impaired children (Das, Kuyini and Desai (2018). There are few studies conducted in Kerala on whether Inclusive education or Special education is more beneficial for hearing impaired children. In this, no single study investigated the effect of Self acceptance and Socio-emotional adjustment on the Level of Aspiration of Hearing Impaired children.

The objectives of the study were to find out the effect of gender and School settings (Inclusive vs. Special) on the Self acceptance, Socio-emotional adjustment, and Level of Aspiration of Hearing Impaired secondary school students. This study intended to understand the relationship between Self acceptance, Socio-emotional adjustment, and Level of Aspiration and to predict the Level of Aspiration of Hearing Impaired secondary school students based on their Self acceptance and Socio-emotional adjustment.

Descriptive survey method was used in the study. The sample consisted of 278 Hearing Impaired secondary school students from Inclusive and Special schools in Kerala. The independent variables were Self acceptance and Socio-emotional adjustment while the dependent variable was Level of Aspiration. Test of Significance of Difference between Means for Large Independent Samples, Correlation Analysis, and Stepwise Multiple Regression Analysis were used as Statistical techniques in the study. Tools used in the study were Self acceptance Scale (Bincy & Meera, 2017), Socio-emotional Adjustment Scale (Bincy & Meera, 2017) and Level of Aspiration Scale (Bincy & Meera, 2017).

Self-acceptance and Social-emotional adjustment of Hearing Impaired children differed significantly by school setting and gender status. Aspiration levels of Hearing Impaired children differed by school setting but did not differ significantly by gender status. There was a significant substantially positive relationship between the independent variables and the dependent variable. The dimensions of predictor variables i.e., Emotional Adjustment, Tolerance, and Social Adjustment can jointly contribute to 28.7% of the observed variance of the Level of Aspiration for the total sample and it was significant.

To raise the Educational and Vocational Aspirations of Hearing Impaired children, adequate special education teachers should be appointed in all inclusive schools. Besides, the general education teachers need to be specially trained and sensitized to manage Special needs children. As the educational and career aspirations of Hearing impaired children are low, a more suitable curriculum has to be introduced to Hearing impaired children. Vocational training is made compulsory as part of the education of Special needs children, especially the Hearing Impaired, It is recommended that the Government should ensure the quality of hearing aids provided free of cost to children with hearing impairment. Conducting school-based screening programs like newborn hearing screening programs, may avoid unaddressed hearing problems and help to implement effective interventions at the school level itself. Establish a system that regularly evaluates the implementation and effectiveness of various government programs and projects to support the needs of Hearing Impaired children.

Keywords: Self acceptance, Socio-emotional adjustment, Level of aspiration, Hearing Impaired, Inclusive schools. Special schools

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ഇൻക്ലൂസീവ് സ്ക്കൂളുകളിലും സ്പെഷൽ സ്ക്കൂളുകളിലും സെക്കൻഡറി തലത്തിൽ പഠിക്കുന്ന ശ്രവണവൈകല്യമുള്ള വിദ്യാർത്ഥികളുടെ സ്വയംസ്വീകാര്യതയും സാമൂഹിക വൈകാരികക്രമീകരണവും അഭിലാഷതലങ്ങളും തമ്മിലുള്ള ബന്ധം

ബിൻസി പി   **പ്രൊഫ ഡോ കെ പി മീര**

ഗവേഷക വിദ്യാർഥിനി   മാർഗദർശക

പ്രബന്ധസംഗ്രഹം

പഠന പശ്ചാത്തലവും പ്രസക്തിയും

ഇന്നത്തെ കാലഘട്ടത്തിൽ വിദ്യാഭ്യാസത്തിന്റെ പ്രധാന ലക്ഷ്യങ്ങളിലൊന്ന് പ്രത്യേക വിദ്യാഭ്യാസ ആവശ്യങ്ങളുള്ളവർ ഉൾപ്പെടെ എല്ലാ പഠിതാക്കൾക്കും പ്രയോജനം ലഭിക്കുക എന്നതാണ്. ഏതാനം പതിറ്റാണ്ടുകളായി, ദേശീയ-അന്തർദേശീയ തലങ്ങളിൽ പ്രത്യേക പരിഗണനയുള്ള കുട്ടികളുടെ വിദ്യാഭ്യാസമേഖലയിൽ നിരവധി വികസനങ്ങൾ നടന്നുവരുന്നു. ഇന്ത്യയിൽ, പ്രത്യേക വിദ്യാഭ്യാസത്തിലൂടെയും ഇൻക്ലൂസീവ് എജ്യൂക്കേഷനിലൂടെയും പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കുട്ടികൾക്കായി വിവിധതരത്തിലുള്ള വിദ്യാഭ്യാസരീതികൾ നൽകുന്നു. ഇൻക്ലൂസീവ് സ്ക്കൂളുകളിൽ നിന്ന് വിദ്യാഭ്യാസം നേടുന്ന പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കുട്ടികളുടെ എണ്ണം അതിവേഗം വർദ്ധിച്ചുകൊണ്ടിരിക്കുകയാണെന്ന് പഠനങ്ങൾ വെളിപ്പെടുത്തുന്നു (Eriks, Brophy & Whittingham, 2013). അതേസമയം, പ്രത്യേക പരിഗണന അർഹിക്കുന്ന കുട്ടികളുടെ, പ്രത്യേകിച്ച് ശ്രവണ വൈകല്യമുള്ള കുട്ടികളുടെ പ്രശ്നങ്ങൾ ഫലപ്രദമായി പരിഹരിക്കാൻ നിലവിലുള്ള സംവിധാനത്തിന് കഴിയുന്നില്ല (Das, Kuyini and Desai 2018). ശ്രവണവൈകല്യമുള്ള കുട്ടികൾക്ക് ഇൻക്ലൂസീവ് വിദ്യാഭ്യാസമോ പ്രത്യേക വിദ്യാഭ്യാസമോ കൂടുതൽ പ്രയോജനപ്രദം എന്നതിനെക്കുറിച്ച് കേരളത്തിൽ വളരെ കുറച്ച് പഠനങ്ങൾ മാത്രമേ നടന്നിട്ടുള്ളൂ. ഇതിൽത്തന്നെ, ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ അഭിലാഷത്തിന്റെ നിലയെ സ്വയംസ്വീകാര്യതയും സാമൂഹിക-വൈകാരികക്രമീകരണവും എങ്ങനെ സ്വാധീനിക്കുന്നു എന്ന രീതിയിൽ ഒരു പഠനവും നടന്നിട്ടില്ല. അത്തരം മേഖലകളിലേക്കുള്ള ഒരെത്തിനോട്ടമാണ് ഈ പഠനംകൊണ്ട് ഉദ്ദേശിക്കുന്നത്.

പഠനത്തിന്റെ ലക്ഷ്യങ്ങൾ
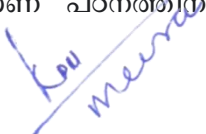
ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ സ്വയംസ്വീകാര്യത, സാമൂഹിക-വൈകാരികക്രമീകരണം അഭിലാഷത്തിന്റെ നില എന്നിവയിൽ സ്ക്കൂൾ തരത്തിന്റെയും ലിംഗപദവിയുടെയും സ്വാധീനം കണ്ടെത്തുകയാണ് പഠനത്തിന്റെ പ്രധാനലക്ഷ്യം.

ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ അഭിലാഷത്തിന്റെ നിലയെ അവരുടെ സ്വയംസ്വീകാര്യത സാമൂഹിക-വൈകാരികക്രമീകരണം എന്നീ ഘടകങ്ങൾ എത്രത്തോളം സ്വാധീനിക്കുന്നു എന്ന് കണ്ടെത്തുകയാണ് പഠനത്തിന്റെ മറ്റൊരു പ്രധാന ലക്ഷ്യം.

ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ സ്വയംസ്വീകാര്യതയുടെയും സാമൂഹിക-വൈകാരിക ക്രമീകരണത്തിന്റെയും അടിസ്ഥാനത്തിൽ അവരുടെ അഭിലാഷത്തിന്റെ നില പ്രവചിക്കുക എന്നത് പഠനത്തിന് ഉപലക്ഷ്യങ്ങളിലൊന്നാണ്.

രീതിശാസ്ത്രം

പഠനത്തിനായി കേരളത്തിലെ 7 ജില്ലകളിലെ സ്പെഷ്യൽ സ്ക്കൂളുകളിലും ഇൻക്ലൂസീവ് സ്ക്കൂളുകളിലും സെക്കൻഡറി തലത്തിൽ പഠിക്കുന്ന ശ്രവണവൈകല്യമുള്ള 278 കുട്ടികളിൽ നിന്നും സർവ്വേ രീതിയിലുള്ള വിവരശേഖരണം നടത്തി. പാരിമാണിക് സമീപനമാണ് പഠനത്തിനായി ഉപയോഗപ്പെടുത്തിയത്.

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ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ സ്വയം സ്വീകാര്യതയും സാമൂഹിക-വൈകാരിക ക്രമീകരണവും സ്കൂൾ തരത്തിന്റെയും ലിംഗപദവിയുടെയും അടിസ്ഥാനത്തിൽ കാര്യമായി വ്യത്യാസപ്പെട്ടിരിക്കുന്നു. ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ അഭിലാഷത്തിന്റെ നില സ്കൂൾതരത്തിനനുസരിച്ച് വ്യത്യാസപ്പെട്ടിരിക്കുന്നുവെങ്കിലും ലിംഗപദവിക്ക് അനുസരിച്ച് കാര്യമായ വ്യത്യാസം കാണുന്നില്ല. ഈ കുട്ടികളുടെ സ്വയംസ്വീകാര്യത സാമൂഹിക-വൈകാരികക്രമീകരണം എന്നിവയ്ക്ക് അഭിലാഷത്തിന്റെ നിലയുമായി കാര്യമായ ബന്ധമുണ്ട്. സ്കൂൾ തരത്തിന്റെ അടിസ്ഥാനത്തിലും ലിംഗപദവിയുടെ അടിസ്ഥാനത്തിലും വേർതിരിച്ച നടത്തിയ വിശകലനത്തിലും ഇതേ ബന്ധം കാണാൻ സാധിക്കുന്നു. ഇൻക്ലൂസീവ് സ്കൂളിൽ പഠിക്കുന്ന ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ അഭിലാഷ വ്യതിയാനത്തിന്റെ 43.5% വൈകാരിക ക്രമീകരണത്തിന് മാത്രം വിശദീകരിക്കാൻ സാധിക്കും, എന്നാൽ സ്പെഷ്യൽ സ്കൂളിൽ പഠിക്കുന്ന ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ സ്വയംസ്വീകാര്യത, സാമൂഹിക-വൈകാരികക്രമീകരണം എന്നിവയ്ക്ക് സംയുക്തമായി അഭിലാഷത്തിന്റെ നിലയെ 49% സ്വാധീനിക്കാനാവും.

ശുപാർശകളും വിദ്യാഭ്യാസപരമായ വിവക്ഷകളും

ശ്രവണവൈകല്യമുള്ള കുട്ടികളുടെ വിദ്യാഭ്യാസപരവും തൊഴിൽപരവുമായ അഭിലാഷങ്ങൾ ഉയർത്തുന്നതിന് എല്ലാ ഇൻക്ലൂസീവ് സ്കൂളുകളിലും ആവശ്യത്തിന് സ്പെഷ്യൽ അധ്യാപകരുടെ സേവനം ഉറപ്പുവരുത്തേണ്ടതാണ്. കൂടാതെ സ്കൂളിലെ സാധാരണ അധ്യാപകർക്ക് പ്രത്യേകം പരിശീലനം നൽകുകയും പ്രത്യേക പരിഗണനയുള്ള കുട്ടികളെ കൈകാര്യം ചെയ്യാൻ ബോധവൽക്കരിക്കുകയും വേണം. ജീവിതത്തിൽ വിജയം കൈവരിച്ച ശ്രവണവൈകല്യമുള്ളവരുടെ കഥകൾ പ്രചരിപ്പിക്കുകയും ക്ലാസുകൾ പരിചയപ്പെടുത്തുകയും ചെയ്യുന്നത് ഇത്തരം കുട്ടികൾക്ക് സ്വയം സ്വീകാര്യത വളർത്തിയെടുക്കാൻ സഹായകമാണ്. സ്കൂളിൽ ഓരോ കുട്ടിക്കും പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ അവസരം നൽകുകയും സ്കൂളിന്റെ ഭാഗമായി നടത്തുന്ന സാമൂഹിക കൂട്ടായ്മകളിൽ ഇവരുടെ പങ്കാളിത്തം പ്രോത്സാഹിപ്പിക്കുകയും ചെയ്യുന്നത് വഴി ശ്രവണവൈകല്യമുള്ള കുട്ടികൾക്ക് സാമൂഹിക-വൈകാരികക്രമീകരണം നേടിയെടുക്കാൻ സാധിക്കുന്നതാണ്. അധ്യാപന തന്ത്രത്തിൽ ഇൻഫർമേഷൻ ടെക്നോളജി ഉൾപ്പെടുത്തുന്നത് ശ്രവണവൈകല്യമുള്ള കുട്ടികൾക്ക് പാഠഭാഗങ്ങൾ എളുപ്പത്തിൽ മനസ്സിലാക്കാൻ സഹായിക്കുന്നു. ആംഗ്യഭാഷ, വിരൽ സ്പെല്ലിംഗ്, ക്യൂട്ട് സ്പീച്ച് തുടങ്ങിയ വിഷ്വൽ കമ്മ്യൂണിക്കേഷൻ മോഡുകൾ പഠിക്കാൻ സ്പെഷ്യൽ സ്കൂളിലും ഇൻക്ലൂസീവ് സ്കൂളിലും റിസോഴ്സ് സെന്ററുകൾ ഉണ്ടായിരിക്കേണ്ടതാണ്. ശ്രവണവൈകല്യമുള്ള കുട്ടികൾക്ക് വിദ്യാഭ്യാസത്തിന്റെ ഭാഗമായി തൊഴിൽ പരിശീലനം നിർബന്ധമാക്കേണ്ടതാണ്. ശ്രവണ വൈകല്യമുള്ള കുട്ടികളുടെ വിദ്യാഭ്യാസപരവും തൊഴിൽപരവുമായ അഭിലാഷങ്ങൾ കുറവായതിനാൽ, അവർക്ക് കൂടുതൽ അനുയോജ്യമായ ഒരു പാഠ്യപദ്ധതി അവതരിപ്പിക്കേണ്ടതുണ്ട്. ആഴ്ചയിലൊരിക്കലെങ്കിലും സ്പീച്ച് തെറാപ്പിസ്റ്റിന്റെയോ ഓഡിയോളജിസ്റ്റിന്റെയോ സേവനം ഉറപ്പുവരുത്തേണ്ടതാണ്. ശ്രവണവൈകല്യത്തിന്റെ തോതനുസരിച്ച് ശ്രവണസഹായികൾ പ്രോഗ്രാം ചെയ്ത കുട്ടികൾക്ക് നൽകുകയും കേടായ ഉപകരണങ്ങളും ബാറ്ററികളും സമയബന്ധിതമായി മാറ്റി നൽകേണ്ടതുമാണ്. സർക്കാർതലത്തിൽ നൽകിവരുന്ന ഇത്തരം പരിപാടികളുടെയും പദ്ധതികളുടെയും നടത്തിപ്പും ഫലപ്രാപ്തിയും പതിവായി വിലയിരുത്തേണ്ടതാണ്.

പ്രധാനവാക്കുകൾ: സ്വയംസ്വീകാര്യത, സാമൂഹിക-വൈകാരികക്രമീകരണം, അഭിലാഷത്തിന്റെ നില, കേൾവിക്കുറവ്, സ്പെഷ്യൽ സ്കൂളുകൾ, ഇൻക്ലൂസീവ് സ്കൂളുകൾ

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Education is the basic necessity for an individual to be identified as a man of wisdom who has been approved in society. It plays an important role in shaping one's personality and considering and respecting the emotions, and feelings of others. The very important factor of knowing a person is to be recognized as a social being in a meaningful manner. Education is a basic necessity for all people and is considered a primary means for gaining independence, citizenship right, appropriate employment, economic power, and self-empowerment (UNICEF, 2007).

Education is both a tool and outcome of social change and supports an individual's upward movement in the social ladder. According to John Dewey, "What nutrition and reproduction are to Physiological life, education is to social life". This universally essential significance of education makes it imperative that every individual should get the opportunity of education, not only formally but consequentially. One of the major aims of Education in the modern world is to make all learners – including the sections that are disadvantaged due to physical challenges and therefore run the risk of being dropped out – benefit from it. This aim is accepted and shared all over the world and is also reflected in reforms of policies at national and international levels. Salamanca's statement (1994) advocates that education systems should address the diverse needs and characteristics within the mainstream system of education providing appropriate support materials and services. This is the only way to achieve the goal of education for all and tackle discriminatory attitudes and build societies that welcome to include diversity.

One serious issue that pauses a tough challenge to the very idea of universal education is concerning learners with special needs. On the other hand, it remains a fact that ensuring education to children with special learners is an achievable target and it is vitally significant in the interest of both individual well-being and national progress. In order to provide an appropriate education for children with special needs, the policies and practices need to consider the nature and requirements of those children. There are various types of instructional practices implemented for Special need children in India. However, these diverse practices reflect two streams of ideas: Special education and Inclusive education.

In Special education, separate institutions are set up and curricula are designed in view of learners with special needs. The educational programmes are planned to address the distinct nature of issues faced by and requirements adjusted to children with special needs. In the country, special education curricula are often implemented at special schools. These special schools are meant exclusively for children with special needs. It aims to help them achieve the highest possible level of personal output including success in their current and future lives as well as self-help skills, communication, literacy, and physical and occupational abilities.

Various types of Special needs children are children with blindness, hearing impairment, mental retardation, loco-motor disabilities, autism, etc.- are admitted to these special schools. Full-time regular classrooms are set up there under the supervision of professionals with specialised training in special education and rehabilitation. Along with individualised education programmes, special schools offer services including speech therapy, occupational therapy, physiotherapy, vocational

training, psychiatric counselling, and instruction in the use of special aids and assistive devices.

One important question that arises about the desirability of special education is its possible undesired outcome, ie. exclusion of children with special needs from the general education system and thereby from exposure to the general academic content and social atmosphere which involves campus and peer interactions.

Inclusive Education, on the other hand, is an idea that envisages the integration of learners with the universal education system by rendering the policies, and institutional practices inclusive of those children. In this approach, the school is required to be 'difference-sensitive'. Inclusive education is an approach towards educating children with Special needs along with normal children under the same roof. According to UNESCO, this approach is used to respond to the diversity of students by increasing their involvement and lowering their exclusion from the educational system. It brings all students together in one classroom and community, regardless of their strengths or weaknesses. It advocates all students who are welcomed by their neighbourhood schools in age-appropriate regular classes and are supported to learn contribute and participate in all aspects of life.

The goal of Inclusive Education is that every individual is to be a valued member of the community and should be able to participate in all aspects of collective social living. So the School environment must be welcoming, learner-friendly, and beneficial to all learners so that it makes education a joyful thing for all learners. To achieve this goal, the curriculum, method of teaching, and instructional materials used in the classrooms must be flexible to address the diverse needs of all learners.

In recent years, the concept of "inclusive education" has developed into a global policy movement that supports the rights of students with disabilities to meaningful participation in the system of public education. The definitions of inclusive education vary, but they all focus on meeting the educational requirements of students with special needs. The government of India has worked hard over the past 50 years to provide a wide range of facilities for the education of children with disabilities.

At the "World Conference on Special Needs Education; Access and Quality" (Salamanca Statement, Spain, 1994), the inclusive education tenet was endorsed. It was later reaffirmed at the World Education Forum (Dakan, Sengal, 2000). With the release of the Salamanca statement in 1994 (UNESCO), the majority of developing nations changed their policy to encourage the acceptance of Special needs children in regular classrooms. This is also reflected in the educational policies and system of India.

Over the last five decades, the Government of India has offered various services for the education of children with special needs. In 1974, the centrally sponsored scheme for integrated Education for Disabled Children (IEDS) was launched and it declares equal opportunities for children with disabilities in general schools and facilitates their retention. The National Policy on Education (NEP,1986) proposed a goal to integrate the handicapped with the general community at all levels as an equal partner, to prepare them for normal growth and enable them to face life with, courage and confidence. The world declaration on Education for All adopted in 1990 boosted the various policies already started in the country.

Children are the asset of the country. So India made an effort for introducing different programmes and policies for the education of children. NEP, and RPWD act explained the importance of education of special children. These policies highlight the importance of gaining knowledge for the development of children.

The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals who could attend the requirements of students with disabilities. The National Policy for Persons with Disabilities, 2006 aims to make clear the framework within which the Government, Civil society, and private sector must function in order to ensure a dignified life for persons with disability and assistance for their caretakers.

The Right to Free and Compulsory Education (RTE) Act, 2009 ensures free and compulsory education to all children including Children with Special Needs (CWSN).In accordance with the 2015 Sustainable Development Goals (SDGs), "Inclusive and equitable quality education and promotes lifelong learning opportunities for all by 2030". Children with baseline impairments may select either normal or special education, according to the RPWD Act of 2016. The National Education Policy (NEP) 2020 acknowledges the necessity of developing support systems for children with special needs (CWSN).

The above-mentioned policies give an idea of the education of special and Inclusive school children. Equality in the school is determined by these policies. Children have different disabilities and they face some challenges to overcome the barriers to attain specific goals. One of the disabilities is Hearing Impairment.

Hearing impairment, the key concern of this study, is a generic term that indicates hearing disability and which may range from mild to profound. The most common sensory deficit in human populations is hearing impairment, which affects a large portion of the population worldwide. As a result, many suffer from communication difficulties, delayed language acquisition, economic and educational disadvantages, social isolation, and stigma (Colin, 2003).

Conceptually, hearing impairment is the partial or complete loss of hearing in one or both ears as a result of injury or malformation of one or more parts of the ear (Rafi, 2008). Hearing-impaired individuals are those who are unable to perceive sound because of their loss in the sense of hearing. They have limited knowledge of speech acquisition. As a result, sign language is used as their primary medium of communication. In this respect, this impairment is more critical than the totally blind or the physically crippled. Moreover, it cannot be easily observed by others only felt by the affected person. So it may be called a hidden handicap.

Panda (1997) describes the characteristics of hearing-impaired individuals as they may have poor language and communication skills, difficulties in abstract thinking, feeling inferiority complex, hyperactivity, short attention span, short-tempered, aggressiveness, poor emotional stability, they have problems in adjustment.

Hearing impairment strongly affects an individual's behaviour and can lead to inferiority complexes, and a lack of self-confidence in Hearing Impaired children. Moreover, it might cause social isolation. Hearing-impaired individual must accept their impairment and understand that it is not a barrier to realizing their potential. If sufficient attention and support are given to their education they can acquire Self

acceptance and Socio-emotional Adjustment during the course of their development. It helps to develop their aspiration level.

Policymaking in teacher education has a major role in proposing and implementing regulations that can train teachers to felicitate the students to meet their specific goals. As the means of Inclusive education, many have been included in the system, but these are not properly followed or practiced. The lack of thorough knowledge of the guidelines and resources is a barrier to the implementation of policies in the educational system. Hence the possibility and feasibility of inclusive education are still an idea in the making and it needs further conclusive research evidence.

Need and Significance of the Study

According to the most recent UN report (2019) on people with disabilities, physically challenged people face numerous obstacles while accessing education. People with disabilities were shown to have lower rates of school attendance, completion, dropout, basic skill possession, and school year opportunities. That is, numerous issues prevent Special needs children from attaining their fullest potential. These include the attitude of the community, inadequate specialist teachers and resource centres, shortage of specialized teaching and learning resources and assistive devices, and ignorance or unawareness of common people about disability.

For a few decades, many developments have been taking place in the field of education of Special needs children at the national and international levels. One of the major movements in this regard is the Salamanca Statement (1994), which suggests

that educational systems should provide the proper supportive resources and services to address the various needs and characteristics inside the regular system of education. It also advocates that addressing the problems of Special needs children is the major social responsibility of every nation. Even though these movements exist, special needs children do not get sufficient attention till now especially hearing impaired children.

According to the World Federation of the Deaf (2020), there are over 70 million persons who are deemed to be deaf worldwide, with 80% of them residing in developing nations. Hearing impairment is a condition that badly affects the child's normal functioning. The challenging condition of Hearing Impaired children is language difficulties, social and emotional adjustment problems, and abstract thinking difficulties (Herndon et al, 2013). That is the problems of the hearing impaired are not only those caused by their disability but also those of adjustments to the external world (Hewett & Forness, 1984). Often hearing-impaired persons are regarded as inferior due to their physical limitations. Those who unfortunately become hearing impaired feel unwelcome and frequently generate conflict among family members.

Over the past few decades, educational problems of Hearing Impaired children have been extensively recognized and discussed. Studies reveal that Hearing Impaired children in Special schools get limited exposure to the outer world. This segregated atmosphere may hinder the overall development of the students. It causes to develop anxiety, alienation, or depression in these children (Orlans, 1985) and also inclusive system helps Hearing Impaired children to social interaction and contact with children with normal hearing, naturalistic access to typical linguistic and behavioural models

of hearing peers, and children's social acceptance by hearing peers (Eriks-Brophy et.al, 2012). (Hung &Paul, 2006) also noted that helping the included students in inclusive settings improve their social skill competency one as important as improving the included students' academic performance. Deaf children had better interaction with their hearing peers while they play and learn.

On the other hand, some research indicates that Hearing Impaired children are more likely to be neglected by their hearing peers in regular schools (Nunes, Pretzlik& Olson, 2001; Stinson &Antia, 1999). One of the huge challenges of hearing-impaired students in an inclusive classroom setting is managing students with a wide range of individual differences with social and academic difficulties (Nisub, 2008). Research reveals that despite the increased support from legislation and policy, there is still a wide gap between the theory and practice of Inclusive education. That is the present inclusive system could not address the problems of Hearing Impaired children in an effective manner (Das, Kuyini, and Desai, 2013).

Inclusive schools and special schools in Kerala are trying to ensure quality education to Hearing impaired children through trained and dedicated teachers. The social, emotional, and aspirational output of the Hearing Impaired children does not satisfy with the inputs given to their upliftment. In the present scenario, all are aware of inclusive education and legal support also get special needs children. But in practice, the needs of Hearing Impaired children could not address properly in the Inclusive schools.

That is the social condition of Hearing Impaired children is still a controversial issue. That some research findings pointed out that Hearing Impaired children in

inclusive classrooms have a positive social interaction with hearing and non-hearing impaired children, teachers, and school communities: easily accepted by their peers and have the ability to make friends. However, some research findings indicated Hearing Impaired children have low interaction, are unable to make friends, and are rejected by their peers. It pointed out the need for further research in this regard.

Williams and Lynn (2010) explored the nature and effect of acceptance. They describe the significance of acceptance in terms of five states of mind: non-attachment, non-avoidance, non-judgment, tolerance, and willingness. So Self acceptance would be the non-judgment of the self.

Self acceptance is considered a strength of character and provides the young generation to get a clear view of the world by considering their own value and self-worth finally it leads to emotional balance and resilience and willingness to explore life and grow (Bernard & Pires, 2006). The unconditional compassion that one has for himself is said to be Self – acceptance. When the 'other' dominates over the self, it becomes competitive egoism which has its connections with socio-emotional complexes. Those are removed or helped to overcome by Self acceptance. It is these socio-emotional complexes bound up with competitive egoism that form most of the barriers that prevent change, adaptation, and progress. Self acceptance is considered an essential mechanism required for any change in life (Bernard, 2014).

Studies reveal that Self acceptance is related to both internalizing and externalizing behaviour of an individual (Kassay, Terjesen, &Smidt,2010) and the academic achievement of both clinical samples and normal children(Brooks,1999). Research also reveals that Self acceptance is negatively correlated with childhood

disorders (Ellis&Bernard,2006). The great Impact of Self acceptance is also seen in body dissatisfaction behaviour and psychopathology (Maxwell&Cole,2012). The above-mentioned studies pointed out the importance of Self acceptance in adolescent children to prevent mental health problems in the future and also it may support the academic achievement of children. That is Self acceptance is vital to the emotional well-being of all children. Self acceptance advocates that individuals should fully accept themselves with all their imperfections, as human beings but at the same time improve their specific problems.

(Farrugia and Austin, 1980) explored the difference in social-emotional adjustment patterns among hearing-impaired students in different educational settings. Some 200 subjects were divided into four groups: (a) deaf students in public schools, (b) deaf students in residential schools, (c) hard-of-hearing students in public schools, and (d) hearing students in public schools. The results indicate that deaf students in residential schools and hearing students in public schools were the most similar in all areas of development. Hard-of-hearing students and deaf students in public schools appear to demonstrate lower levels of self-esteem than other students. Deaf students in public schools also appeared to demonstrate lower levels of social, emotional, and mature behaviours.

That is family and society are the most important agencies in the personality development of hearing-impaired children. They are expected to provide opportunities that include teaching social and emotional skills and promoting social competence through peer groups, parents, and professionals. When families, schools, and the Hearing Impaired

community become more connected, a sense of togetherness and recognition can develop which may bring the optimal development of Hearing Impaired children.

Many discussions were done on the Socio-emotional Adjustment of Hearing Impaired children. Emotional disturbance may be more than that of normal children and the communication barrier is one of the reasons for it (Arnold et.al., 1999). The family, socio-emotional factors, and parental expectations play an important role in the overall development of Hearing Impaired Children (Kauffman & Hallahan,1997) and there is a significant difference between the socio-emotional adjustment of normal and Hearing Impaired children (Calderon & Greenberg, 2012). Socio-emotional maladjustment leads to various psychosocial problems in Hearing Impaired children (Tremblay, 2000). Thus the majority of research focuses on Hearing Impaired children's psychological needs. Positive relationships with others and future socialization were predicted by early childhood interactional practices(Lsenge, Dekvoic&Meen, 2002).

Social Learning Theory (SLT) by Bandura (1974) would generally support this belief because the basic premise of SLT focuses on the environment and its influence on the child's growth. When the sense of hearing is missing, a child will miss many social cues relating to our observations and interactions with other people. They may not be able to take in verbal information, which may lead to misinterpretations or misunderstandings. They must rely more on visual rather than auditory cues for this information. Bandura's theory states that one of the essential components of Social learning is attention (Crain, 1992 from Bandura, 1977). Children who are deaf may not attend to many behaviour, auditory or otherwise, because of their lack of hearing sense.

It is very evident from the above-mentioned studies that Self acceptance and Socio-emotional Adjustment are related. Hence the investigator tries to know the influence of Self acceptance and Socio-emotional Adjustment of hearing impaired students in a special and inclusive school.

Another important psychological variable is the Level of Aspiration which plays an important role in the psychosocial development and motivation of Hearing Impaired students. Aspiration is a term that is used frequently in a student's educational context. According to Ngwoke (2004), who was mentioned by Joseph (2009), a Level of Aspiration is a desire for something that is superior to one and has advancement as its aim. That is aspiration is the desire to enhance or surpass one's current standing. In today's competitive environment, aspiration as behaviour towards goals is crucial. Success offers fulfillment, enjoyment, and a boost in self-esteem since aspirations are ego-driven, but failure brings regret, disappointment, and a sense of personal inadequacy and inferiority (Krishan, 2014).

Pandith(2017) also discussed aspiration as it determines how much curious one is to achieve the goal. It determines the enthusiasm to perform a task. A person with a low Level of Aspiration does not perform any task with curiosity and interest. A person with a high Level of Aspiration interestingly puts every effort into practice to achieve the goal. The success of a person in any task is determined by his degree of work to achieve the goal. The degree of work is determined by the degree of his aspiration. The degree of his aspiration is determined by his self-image.

Several studies have also focused on determining the various factors that influence the Level of aspiration of children. studies reveal that aspirations and

expectations were influenced by a number of variables, including school quality (staff, facilities, workshops, and instructional methods), the gender of students, the student's age, and the geographical and community environment, in addition to the curriculum they studied(Kibera,1993), socialisation processes are regarded as the main element affecting students' aspirations Weidman (1989), belonging to a peer group was positively correlated with students' level of educational aspiration Brembeck (2006).

Routhen (2006) sought the determinants impacting secondary school students' career decisions and found that insufficient career counselling causes them to make unwise professional decisions. Chan (2004) and Shadbolt and Bunker (2009) identified intrinsic motives were one of the key elements that determine the career aspiration and (Agarwala, 2008) found that career aspiration was significantly influenced by prestige, and the construction of intrinsic reasons.

It is believed that students' educational and career aspirations are the most relevant factors determining one's future educational attainment. Aspiration also provides a pathway to learning. Learning depends on the Level of Aspiration to achieve, if the aspiration level is high, the learner will work hard and achieve more. However the aspiration level is in accordance with the ability of the learner, it may lead to feelings of satisfaction.

Hence it is a vital need to examine the factors that influence the Level of Aspiration of Hearing Impaired children with specific reference to Personal aspiration, Educational aspiration, Social aspiration, and career aspiration to get a clear insight into the determinants of the Level of aspiration.

Researchers are unable to come to a consensus on the socio-emotional adjustment and aspiration levels of Hearing Impaired children in both inclusive and special school settings. This contradiction clearly shows it needs further research to determine the Self acceptance, Socio-emotional Adjustment, and Level of Aspiration of Hearing Impaired children. Besides there have been only quite a few studies conducted on Self acceptance, Socio-emotional Adjustment, and Level of aspiration of Hearing Impaired students, especially in the Kerala context.

Therefore, the investigator has done a meticulous attempt to understand the nature and influence of variables Self acceptance, socio-emotional adjustment, and aspirational level of hearing impaired secondary school students. The dimension analysis of the independent variables was done to know about it meticulously. Peter, Luckia, and Muir (2001) as cited in Abed (2000) suggested that there are many successful deaf students who are performing better in academic achievement. This entails deaf children could perform better than their hearing peers in academic performances in an Inclusive Classroom.

This study offers various opportunities for developing strategies and creating plans for the upliftment of hearing impaired students in special and inclusive secondary schools as well as to inform teachers, parents, school principals, and professionals in the field of special needs about the social and aspiration level of hearing-impaired children in inclusive schools and special schools. The concerned bodies may take into account and address the difficulties that have an impact on the children's social and aspirational level during the teaching-learning process in the inclusive and special classroom. School personnel and special needs teachers may be

informed about how to improve their knowledge and skills in assisting children in order to scale up the personal, social, educational, and career levels of Hearing Impaired children in both systems.

Statement of the Problem

The psycho-social variables such as Self acceptance, Socio-emotional Adjustment, and Level of Aspiration are the key factors that meaningfully affect the personality development of both hearing and Hearing Impaired children. It is more significant in the context of Hearing Impaired children who possess less communication skills, low language abilities, and more emotional problems. Hence the present study is entitled 'SELF ACCEPTANCE AND SOCIO-EMOTIONAL ADJUSTMENT IN RELATION TO LEVEL OF ASPIRATION AMONG HEARING IMPAIRED SECONDARY SCHOOL STUDENTS IN INCLUSIVE AND SPECIAL SCHOOLS'.

Definition of Key Terms

Self acceptance

According to Shepard (1979), Self acceptance refers to an individual's satisfaction or happiness with himself and is thought to be necessary for good mental health. Self acceptance involves self-understanding, a realistic, subjective, awareness of one's strengths and weaknesses. It results in an individual's feeling about himself that he is of unique worth.

In the present study, Self acceptance means a sense of **self-worth, nonjudgment, Tolerance, and willingness** by accepting and understanding one's interests, needs, and abilities.

Socio-emotional Adjustment

Adjustment is defined as the behaviour process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environment. (Encyclopedia of Britanica)

Socio-emotional Adjustment refers to how well an individual obeys social norms, beliefs, and self-values, and at the same time, it refers to the degree to which an individual is able to channel his motions into adaptive patterns determined by the demands of his environment (Hurlock 1956).

In the present study socio-emotional adjustment indicates how well an individual adjusts to home, school, community, and social norms.

Emotional Adjustment-It refers to how well an individual controls his emotions when facing a stressful situation.

Level of Aspiration

In the words of Hurlock (1967) aspiration means, "a longing for what is above one's achieved level with advancement on its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him and in which he is ego-involved".

According to Boyd (1952), "Level of aspiration means an individual's ambition in a dynamic situation, it is an individual's goal or expectation in regard to the goodness of his own future to a given task."

According to Good (1957), 'Level of aspiration is the level of performance or the good that a person (or a group) desires or hopes to reach in a specified activity."

In the present study Level of Aspiration refers to the degree to which an individual intends to perform in personal, educational, career, and social with reference to personal and environmental factors.

Hearing impaired

Hearing impairment - (WHO, 2018) states a child is considered to have hearing loss if he or she cannot hear well like other hearing peers and his hearing threshold is not up to at least 20dB in both ears.

In the present study 'hearing impaired students' refers to pupils having mild (25-40dB) to severe (71-90dB) hearing loss studying at secondary school.

Special schools

Special schools refer to educational settings where only Hearing Impaired students are admitted and imparted education by special educators.

Inclusive school

Inclusive schools refer to the educational setting where Hearing Impaired students study along with their hearing counterparts in regular schools.

Variables of the Study

The variables selected for the study are:

Independent variables

- Self acceptance

- Socio-emotional Adjustment

Dependent variable

- Level of Aspiration

Categorical Variable

School settings (Inclusive school and Special school)

Gender

Objectives of the Study

The Objectives of the study are as follows:

1) To find out the level of Self acceptance among Hearing Impaired secondary school students for the total sample and subsample

2) To find out the level of Socio-emotional Adjustment among Hearing Impaired secondary school students for the total sample and subsample

3) To find out whether there is any significant difference exists in the mean scores of total Self acceptance and its dimensions of Hearing Impaired secondary students based on school settings (Inclusive vs. Special schools) and gender.

4) To find out whether there is any significant difference exists in the mean scores of total Socio-emotional Adjustment and its dimensions of Hearing Impaired secondary students based on school settings (Inclusive vs. Special schools) and gender.

5) To find out whether there is any significant difference exists in the mean scores of the total Level of Aspiration and its dimensions of Hearing Impaired secondary students based on school settings (Inclusive vs. Special schools) and gender.

6) To study the relationship between Self acceptance and Level of Aspiration of Hearing Impaired secondary school students for the total and sub sample based on school settings (Inclusive vs. Special schools) and gender.

7) To study the relationship between Socio-emotional Adjustment and Level of Aspiration of Hearing Impaired secondary school students for the total and subsample based on school settings (Inclusive vs. Special schools) and gender.

8) To find out the best predictors of the Level of Aspiration of Hearing Impaired secondary school students among the select independent variables and their components for the total sample and subsample based on school settings (Inclusive vs. Special schools) and gender.

Hypotheses of the Study

1.   There will be significant difference in the mean scores of Self acceptance of Hearing Impaired Secondary school students for the sub sample based on

School settings (Inclusive Vs. Special Schools)
Gender

1.1.   There will be significant difference in the mean scores of Self-worth of Hearing Impaired Secondary school students for the sub sample based on

School settings (Inclusive Vs. Special Schools)
Gender

1.2.   There will be significant difference in the mean scores of Nonjudgement of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

1.3.   There will be significant difference in the mean scores of Tolerance of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

1.4.   There will be significant difference in the mean scores of Willingness of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

1.5.   There will be significant difference exists between the Hearing Impaired Boys in Inclusive Schools and Special Schools with regard to Self acceptance and its different dimensions like

    a.   Self-worth

    b.   Nonjudgment

    c.   tolerance

    d.   willingness

1.6.   There will be significant difference exists between the Hearing Impaired Girls in Inclusive Schools and Special Schools with regard to Self acceptance and its different dimensions like

    a.   Self-worth

    b.   Nonjudgment

    c.   tolerance

    d.   willingness

2.   There will be significant difference in the mean scores of Socio-emotional Adjustment of Hearing Impaired Secondary school students for the sub sample based on

    a)   School settings (Inclusive Vs. Special Schools)

    b)   Gender

2.1.   There will be significant difference in the mean scores of Social Adjustment of Hearing Impaired Secondary school students for the sub sample based on

   a)   School settings (Inclusive Vs. Special Schools)

   b)   Gender

2.2.   There will be significant difference in the mean scores of Emotional Adjustment of Hearing Impaired Secondary school students for the sub sample based on

   a)   School settings (Inclusive Vs. Special Schools)

   b)   Gender

2.3.   There will be significant difference exists between the Hearing Impaired Boys in inclusive schools and Special Schools with regard to Socio-emotional Adjustment and its different dimensions like

   a.   Social Adjustment

   b.   Emotional Adjustment

2.4. There will be significant difference exists between the Hearing Impaired Girls in inclusive schools and Special Schools with regard to Socio-emotional Adjustment and its different dimensions like

   a.   Social Adjustment

   b.   Emotional Adjustment

3.   There will be significant difference in the mean scores of Level of Aspiration of Hearing Impaired Secondary school students for the sub sample based on

   a)   School settings (Inclusive Vs. Special Schools)

   b)   Gender

3.1.   There will be significant difference in the mean scores of Personal Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

3.2.   There will be significant difference in the mean scores of Educational Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

3.3.   There will be significant difference in the mean scores of Career Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

3.4.   There will be significant difference in the mean scores of Social Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

3.5.   There will be significant difference exists between the Hearing Impaired Boys belonging to inclusive schools and Special schools with regard to Level of Aspiration and its different dimensions like

     a.   Personal Aspiration

     b.   Educational Aspiration

     c.   Career Aspiration

     d.   Social Aspiration

3.6.   There will be significant difference exists between the Hearing Impaired Girls belonging to inclusive schools and Special schools with regard to Level of Aspiration and its different dimensions like

     a.   Personal Aspiration

     b.   Educational Aspiration

     c.   Career Aspiration

     d.   Social Aspiration

4.   There will be significant relationship between Self acceptance and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

     a)   School settings (Inclusive Vs. Special Schools)

     b)   Gender

4.1   There will be significant relationship between Self-worth and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

     a)   School settings (Inclusive Vs. Special Schools)

     b)   Gender

4.2   There will be significant relationship between Nonjudgement and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

4.3   There will be significant relationship between Tolerance and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

4.4   There will be significant relationship between Willingness and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

5.   There will be significant relationship between Socio-emotional Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

5.1 There will be significant relationship between Social Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a) School settings (Inclusive Vs. Special Schools)

b) Gender

5.2 There will be significant relationship between Emotional Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a) School settings (Inclusive Vs. Special Schools)

b) Gender

6. The dependent variable is significantly predicted by one or more of the independent variables or its components for the total sample and sub sample based on

a) School settings (Inclusive Vs. Special Schools)

b) Gender

Methodology

Sample

In the present study, the investigator adopted the survey method. Since the present study analyses the Self acceptance, Socio-emotional Adjustment, and Level of aspirations of Hearing Impaired secondary school students in Kerala, the population for the study constitutes all the students studying at the secondary level in

various special schools and inclusive schools in Kerala. The investigator selected 158 Hearing Impaired students studying in the 8th,9th, and 10th classes of ten Special schools and 120 Hearing Impaired students studying in the 8th, 9th, and 10th classes of inclusive schools for the present study. stratified random sampling technique was used in the study. Due representation was given the type of school settings(Inclusive and Special school) and gender while selecting the sample. The Survey was carried out in seven revenue districts of Kerala, viz Thiruvananthapuram, Ernakulam, Thrissur, Malappuram, Wayanad, Kozhikode, and Kannur.

The research design is quantitative and descriptive in nature.

Tools Used for the Study

 For the collection of data related to the present study, the following tools were employed.

1.   Self acceptance Scale (Bincy & Meera, 2017)

2.   Socio-emotional Adjustment Scale (Bincy & Meera, 2017)

3.   Level of Aspiration Scale (Bincy & Meera, 2017)

Statistical Techniques used:

•   Percentage Analysis

•   Test of Significance of Difference between Means for Large Independent Sample

•   Pearson Product Moment Coefficient of Correlation

- Stepwise Multiple Regression Analysis

Scope of the Study

The present study helps to understand the various psychosocial problems of Hearing Impaired students in both Special schools and Inclusive schools. The investigator hopes that the findings of the study will help the social welfare agencies, planners, teachers, parents, social workers, counsellors to create awareness among themselves and provide help to such students to have a better adjustment in life in the future.

Limitations of the Study

In the present study Self acceptance and Socio-emotional Adjustments were selected as psychological variables. Other psychological variables which also influence the Level of Aspiration are not considered in the study.

In the present study, only 278 students were considered as the sample for the survey. The investigator couldn't include more students studying in inclusive and special schools from Kerala.

The sample for the study didn't include all the students from lower primary to higher secondary classes. The study was limited only to secondary school students studying in inclusive and special schools.

Organization of the Report

Chapter 1

This chapter of the report contains the need and significance of the study, a statement of the problem, definition of key terms, variables of the study, objectives, hypotheses, methodology, scope of the study, delimitations of the study, and organization of the research report.

Chapter 2

It gives the theoretical overview and review of related studies on Self acceptance, Socio-emotional Adjustment, and Level of Aspiration. A summary of related studies is also presented.

Chapter 3

This chapter presents the description of the methodology of the study. Variables, tools, samples, data collection procedures, and statistical techniques used in the study were presented.

Chapter 4

This chapter presents the detailed results of the Preliminary analysis, Pearson product-moment coefficient of correlation, and the test of the significance of the difference between the correlation coefficient. Details of the analysis of data along with the conclusion are presented in this chapter.

Chapter 5

     This chapter provides a summary of the study along with major findings, the study in retrospect in terms of objectives, tenability of hypotheses, educational implications, and suggestions for further research.

Chapter 6

     The last chapter provides recommendations of the present study. Educational implications are included in this part.

CHAPTER 2
REVIEW OF RELATED LITERATURE

- Theoretical Overview
- Review of related Studies

A literature review is an organizational pattern that has the combination of both a summary and synthesis of a review of the literature. A summary can be the important information of the source whereas a synthesis is the re-shuffling, re-organization of that information. It renews the old materials and combines both the old and new interpretations. In this process with the major questions being investigated, an insight is being demonstrated to the current state of knowledge. Thus the gaps between the current knowledge and the old one can be identified.

The main purpose of the review is to review the theories on the subject and to reflect on their implication of them for the development of an appropriate methodology to conduct a new study. This chapter reveals the related studies on Self acceptance, Socio-emotional Adjustment, and Level of aspiration of Hearing Impaired children and normal children. It also deals with the studies conducted in the field of Inclusive education.

Self–acceptance refers to unconditional compassion for oneself. Therefore, it removes or helps to overcome debilitating socio-emotional complexes connected to competitive egoism which is the outcome of the 'other' dominating over the self. It is these socio-emotional complexes bound up with competitive egoism that form most of the barriers that prevent change, adaptation, and progress. High Self acceptance is more closely associated with general psychological well-being than self-esteem (Macinnes,2006). Self acceptance involves ''realistic and subjective awareness of one's strengths and weaknesses'' (Bernard, 2013).

The other variable is a socio-emotional adjustment. The major socialization institution for any child is the school. The school is the place where a child keeps his first outside contact with the world outside the house. A child's personality goes through several developments during his school days. School is one of the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like the learning process and homework, social communication, handling emotion, and the management of day-to-day interactions at home and school (Raju & Rahamtulla, 2007). But this present generation students lack the tendency of adjustment and they don't know the value or importance of adjustment with themselves and their environment. There is a need for the study of the adjustment level of the students under these circumstances. Hence, the researcher has decided to analyse the socio-emotional adjustment in this study.

Level of aspiration is " the degree to which the individual sets his goals realistically in relation to his physical and mental attributes and in accordance with his environment". It was already understood from the previous research that aspiration is an expression of the will to achieve and improve. It can be the student's ability to identify and set goals for the future. This includes a student's inspiration and ambition which are considered to be the components of motivation. An individual's aspiration level represents him not only as he/ she is at any particular moment, but also as he/she would like to be at the same problem in the future. The knowledge of traits determines the educational aspiration or vocational choice. The aspiration level of an individual is an important motivating factor in his future life.

The level of Aspiration is usually influenced by two types of factors. They are Environmental factors and Personal factors. Environmental factors include determinants like parental ambitions, social expectations, peer pressure, social value, competition, group cohesiveness, etc. On the other hand, personal factors play a dominant role in determining his Level of Aspiration as the child grows older and becomes more aware of his abilities and interests. These personal factors include determinants such as wishes, personality, past experiences, values, interests, sex, and socio-economic background. The dimensions of aspiration are Personal Aspiration, Educational Aspiration Career Aspiration, and Social Aspiration.

Theoretical Overview of Related Literature

The overview of related literature for the selected variables is given under the following headings.

i)   Self acceptance

ii)   Socio-emotional Adjustment

iii)   Level of Aspiration

Theoretical Overview of Self acceptance

The Self

The Oxford American Dictionary defines self as: "A person's essential being that distinguishes them from others: a person's particular nature or personality; the qualities that make a person individual or unique."

This definition obviously treats the self as an objectively existing 'being' on its own credit constituting an 'essence'. An overview of the history of human reflections and thoughts on self immediately makes the ground slippery with innumerable fissures in each of the conceptual implications of such an objectivist and essentialist view of self.

Even though philosophical and ethical investigations into the nature and consequence of 'self' can be traced back to early works such as Indian Upanishads, Tao te Ching in China, or the religious literature of European societies, the significance of the study of 'self' in modern scholastic investigations was first established by William James. His distinction of two parts of consciousness of self – what he calls that of 'me' and 'I' opened a new pathway by making it possible to separate thought of self, dissociating it from the earlier assumptions of self as essentially connected to negative attributes such as self-centredness, egoistic pride, lack of socialisation or greed. William James considered 'me' as "an empirical aggregate of things objectively known" whereas 'I' signifies a "metaphysical entity", "a thought", abstracted from things and beings. The sense of 'me' (which he finds difficult to distinguish from 'mine') comprises material, social and spiritual selves.

Broder (2013) defines the self as including one's characteristics, traits, memories, thoughts, feelings, sensations, and behaviour and maintains that the self is fluid over time.

Another breakthrough in the history of the study of self was created by Leary and Tangney. They developed the idea set by William James and took it further. For them, self refers to a competency that enables constructs that can organise human

social behaviour and actions. Leary and Tangney defined the self as "a mental capacity that allows an animal to take itself as the object of its own attention and think consciously about itself". They observed 66 distinct self-constructs used in psychological fields (2003). These are categorized into five: the self as 1) the total person, 2) personality, 3) the experienced subject of consciousness, 4) beliefs about oneself, and 5) the executive agent of consciousness.

However, according to the classification of Baumeister and Bushman (2010), there are three selves: self-knowledge (self-concept), social self (or public self), and agent-self (or executive function).

Acceptance

Acceptance means the act of taking or receiving something willingly or favourably (Webster's Encyclopedic abridged dictionary, 1994)

Williams and Lynn (2010) explored the nature and effect of acceptance. They (2010) describe the significance of acceptance in terms of five states of mind: non-attachment, non-avoidance, non-judgment, tolerance, and willingness. So Self acceptance would be the nonjudgment of the self. Each of these five elements of acceptance is described thus:

a)   Non-attachment – Acceptance of experiences as such without distinguishing whether they are good or bad. This allows experiences to happen as such and do not attempt to control or retain them.

b)   Nonavoidance – preparedness to face experiences without moving away from them.

c) Nonjudgment – present-centred awareness that does not brood on experiences as good, bad, right, or wrong. In perception, the nonjudgmental approach is descriptive of stimuli, without attempting to evaluate

d) Tolerance – the ability of an individual to withstand the situation.

e) Willingness – Readiness of an individual to explore the world

Self acceptance - Definitions

Self acceptance is the "degree to which an individual having considered his personal characteristics is able to and willing to live with them". Self acceptance and understanding of self are closely associated to accept him, the growing person must be aware of him.

It is defined as the affirmation or acceptance of self in spite of weaknesses or deficiencies.

Self acceptance involves self-understanding, a realistic albeit subjective, awareness of one's strengths and weaknesses. It results in an individual's feeling about himself that he is of unique worth.

In clinical and positive psychology, Self acceptance is generally regarded as a prerequisite for change to occur. It can be achieved by stopping censorious criticism against one's own self and struggling to correct one's own personality and thus accepting one's own person as he/she is, having infirmities within.

According to Ellis (2005), "Self acceptanceis defined as holding positive regard for or attitude toward oneself, including one's past life experiences. Self acceptance does not rely on the approval of others or personal achievements".

Self-accepted individual stops criticizing, rather solving their defects and accepts whatever be their existence, and has the tolerance to accept their imperfections (Shepard, 1979).

According to Hayes, Stroshal, Bunting, Twohig, and Wilson (2004), Self acceptance involves a nonjudgemental understanding and active involvement of experiences such as thoughts, feelings, and sensations as they occur.

Butler and Ciarrochi (2007) define acceptance as "a willingness to experience psychological events (thoughts, feelings, memories) without having to avoid them or let them unduly influence behaviour".

Self acceptance - Expert's view

A self-accepted individual always respects and reflects their personality and tries to find remedies to fix problems in behaviour and performance required to achieve progress. A self-accepted person does not feel their life trouble or a burden to themselves and always tries to find ways to adapt to their surroundings (Hurlock, 2002)

The self-accepted person, according to Jersild (1971), has a realistic assessment of his resources along with an appreciation of his own worth; assurance about his own standards and convictions without being a slave to other people's opinions; and a realistic assessment of his limitations without having an irrational self-

approach. Even though they are not perfect, self-accepting people are aware of their strengths and are able to use them. They also acknowledge their flaws without necessarily placing the blame on themselves.

The following are the conditions that support Self acceptance:

• Understanding oneself

• Reasonable anticipations

• Lack of environmental barriers

• Positive social attitudes

• Lack of intense emotional stress

• Identification with psychologically stable individuals

• Self-awareness

• Sound parenting

• Stable self-concept

Self acceptance and a sense of sufficiency are frequently linked to effective adjustment and personality integration, whereas self-rejection and inadequacy are frequently linked to maladaptive behaviours.

Maintaining a good attitude towards oneself despite acknowledged flaws, successes or failures, or unfavourable opinions spoken about one by others is often understood as acceptance of oneself. It is in some respects similar to self-esteem, a more general concept that allows that its maintenance may be due to external factors such as the admiration of others and, as a consequence is likely to become less positive when relevant external factors are not present (Ellis 2001).

In the Myth of Self-Esteem, Ellis (2005) stated the importance of Self acceptance as when people do not value themselves, it causes innumerable problems in their life. An individual's judgment of his own value or worth has an evident impact on his thoughts, emotions, and actions.

To feel worthwhile, Ellis proposed the following steps

1. Define a person is worthwhile only because he exists or is alive. The strengths and abilities of each individual make them unique.

2. Accept yourselves whether or not you achieve or people approve of you.

3. Accept yourselves with your errors and do your best to correct your past behaviour.

4. Don't give any kind of generalized rating to yourselves. You only evaluate what you think feel and do.

Berger (1952) described Self acceptance as involving several closely related characteristics. These comprised

• Relying on one's standards and values

• Having faith in one's capacity to cope with life

• Assuming responsibility for one's behaviour

• Accepting criticism or praise objectively

• Not denying or distorting feelings, motives, abilities, and limitations

• Considering oneself a person of worth, equal to others

• Not expecting rejection by others without reason

- Not regarding oneself as different from others

- Not being shy or self-conscious

Berger (1952) asserts that there are both negative and positive ways to view the acceptance of others. Negatively, it entails refraining from rejecting or criticising those whose values or actions conflict with one's own, from striving to dominate others, refusing to take responsibility for others, and refraining from denying the value of others or their equality as human beings oneself. When seen positively, it entails having the desire to help others, showing a keen interest in other people, and taking care to preserve the appropriate restraints to act without violating others' rights when attempting to further one's own well-being.

High levels of Self acceptance are associated with comfort and acceptance of prior positive or negative experiences. In addition, Self acceptance results in pleasure or dissatisfaction with one's past selves and life events rather than a positive or negative assessment of the elements of one's self-concept, as determined by self-esteem (Campbell, 1990; Campbell et al., 1996).

Peterson and Seligman (2004) have identified 24 character strengths and virtues in connection with happiness and well-being. Bernard identified that Self acceptance has the following characteristics required to qualify as character strengths and virtues proposed by Peterson and Seligman.

1. Self acceptance contributes to the fulfillment of individual

2. It is morally valued

3. It never opposes other people's success in any way

4.   It is distinct from other positive traits.

5.   Self acceptance is embodied in consensual paragons (Stories, fables)

6.   Self acceptance occurs in a variety of situations and behaviours of an individual.

7.   Absence of Self acceptance contributes to the negative behaviour of an individual

20th and 21st Century Views of Self acceptance

Since psychology started emerging as a systematic modern discipline in the early decades of the twentieth century, there have been diverse, often conflicting theoretical models on self-love and its relation to the feelings for and approach towards others. Falkenstein and Haaga (2013) describe these theoretical evolutions on Self acceptance. As Freud put it, loving oneself and loving others are counteractive. The way people regarded themselves ("ego-love") would be inversely related to how they viewed others ("object-love"). If you love yourself, you disparage others and if you care for others, it is to the detriment of yourself. Contrary to this Freudian view, Adler thought there is a positive relationship between loving oneself and loving others. People who feel inferior and lack self-worth tend to disparage others whereas People who have a mindset of self-worth feel better because they are not driven by a psychological defence mechanism to be hostile to others. Eric Fromm believed that people can love others only if they are able first to love themselves.

Breaking away from Freudian legacies of psychoanalysis and behaviourism, humanistic theories of psychology developed and gained wide currency in the latter

half of the twentieth century. Hoffman, Lopez, and Moats (2013) have traced the trajectory of these theoretical models gathering momentum. Humanistic psychologists believed in the essential sociability, hence the moral nature, of all humans.

Freeing oneself from such disabling bias and censorious self-denial is consequential not only as an affirmative relationship to oneself but as freedom from a general judgmental approach to others. For Albert Ellis, the most important contributory factor to human well-being is to stop evaluating and judging each other. He claimed that the human being is too complex and changeable to be indiscriminately given labels. The obsession with the question "Who am I" inherently carries the danger of over-generalization.

This implies that Self acceptance is potentially an achievement of being uninfluenced by a perfectionist motive about oneself. Therefore, it involves a kind of neutrality and understanding toward oneself. Self acceptance, if phrased more intelligibly, is an engagement with oneself without normative prescriptivism. In a state of Self acceptance, a person treats oneself like a natural phenomenon, having dispositions that are in themselves not moral or immoral, strong or weak, or good or bad. It is a realistic and caring approach to oneself and in consequence, to others as well.

The above-mentioned researchers also note that acceptance is the mirror image of Hayes and colleagues (1999) concept of experiential avoidance, which is defined as maladaptive attempts to alter the form or frequency of internal experiences even when doing so causes behavioral harm.

The view of Ceyhan and Ceyhan is also supportive of this. They defined Self acceptance as ''an individual's acceptance of all his/her positive and negative sides'' (Ceyhan & Ceyhan, 2011). Touching on the aspect of self-conceptualization, Bernard develops this idea. For him, Self acceptance involves ''realistic and subjective awareness of one's strengths and weaknesses'' (Bernard, 2013).

Cordova (2001), writing from a behavior analytic perspective, defines acceptance as "allowing, tolerating, embracing, experiencing, or making contact with a source of stimulation that previously provoked escape, avoidance, or aggression", and also as "a change in the behaviour evoked by a stimulus from that functioning to avoid, escape, or destroy to behaviour functioning to pursue or maintain contact".

Kilic admits that non-judgmental self-evaluation is a desirable outcome of Self acceptance. For him, Self acceptance is a healthy self-attitude that helps individuals to realistically evaluate both enabling and debilitating elements of their personal characteristics in an appropriate way and accept the debilitating sides as a part of their personality (Kilic¸1981). Therefore, Self acceptance means an individual's acceptance of all his positive and negative sides. Thus, Self acceptance is an important indicator of mental health. In our times, it is considered by most psychologists and mental health experts to be one of the important features of mental health and adjustment criteria.

Therefore, self-accepting individuals are people who are satisfied with themselves, respect themselves, and are aware of their own characteristics. They are aware of their positive as well as their negative sides, and they know how to live happily with their negative sides. Furthermore, a self-accepting individual has a

healthy and strong personality. In contrast, people who have difficulty in Self acceptance dislike their own characteristics, feel inefficient, and lack self-confidence.

Self acceptance is a key concept in grasping the nature and formative process of psychological health. It is defined as an individual's acceptance of all of his/her attributes, strength, and weaknesses. Self acceptance enables an individual to appropriately evaluate his/her personality in wholeness. Such a tempered evaluation recognises personal features with a descriptive mindset with understanding and therefore doesn't tend to overrate strength or get frustrated at weakness. All features are accepted as part of one's personality.

Self acceptance involves three marked component attitudes. The first is ''body acceptance'', which is defined by Tylka, (2011) as ''expressing comfort with and love for the body, despite not being completely satisfied with all aspects of the body''. Another important attitude is ''self-protection from negative judgments from others''. This signifies abiding by oneself without being carried by others' negative judging. The third attitude focuses on ''feeling and believing in one's capacities''. This includes recognizing, appreciating, and developing positive thoughts and feelings about one's capacities and realizations. It is this aspect that makes Self acceptance as a dynamic property of a person. Self acceptance is not a static view of a person who refuses to change. It is a self-understanding that is anchored on one's possibilities and potentialities rather than a closed view of oneself on the basis of 'mistake mongering'.

Self acceptance is particularly significant and decisive in individuals who are physically challenged, The psychological advantage that results from Self acceptance has immense formative significance for their personality. The ability to see oneself as

a person of capabilities and potentialities provides them with a realistic and enabling concept of life and self and ignites them toward what they can do. They are able to accept their limitations, cope with reality, and are motivated to look positively at what they can know, do, and achieve instead of what they can't.

Positively described, Self acceptance is a healthy synchronisation with oneself, a state that enables and enhances psychological health, balanced socialisation, and dynamic self-growth. Negatively defined, it refers to dissociation from depression, sickening self-judgment, and preoccupations with one's defects. It is a peaceful co-living with oneself, as a human person with finite and therefore imperfect features. It is a reconcilement with one's own body, solidity not to be carried by judgmental views of others on oneself, and a recognition of one's own possibilities.

Drawing upon early research and theorising about basic social attitudes, (i) acceptance of self and (ii) acceptance of others are the possible contribution of acceptance that has been examined.

Acceptance of self

Acceptance of self is commonly seen as a state in which one person maintains an affirmative and receptive approach to oneself without pursuing one's defects, successes or failures, or negative judgments made about one by others. It is in some respects similar to self-esteem, a more general concept, which allows that its maintenance may be due to external factors such as the admiration of others and, as a consequence, is likely to become less positive when relevant external factors are not present (Ellis, 2001).

Some writers have seen this distinction as crucial. They have rightly established that having self-esteem, even in a high degree, is not so much adequate as such for achieving psychological health and optimum human functioning as Self acceptance is. According to Macinnes (2006), high Self acceptance is more closely associated with general psychological well-being than self-esteem and more relevant to clinicians when undertaking clinical work for more general psychological problems. Self acceptance involves several closely related characteristics. These characteristics comprise relying on one's standards and values, having faith in one's capacity to cope with life, assuming responsibility for one's own behaviour, accepting criticism or praise objectively, not denying or distorting feelings, motives, abilities, and limitations, considering oneself a person of worth, equal to others; not expecting rejection by others without reason; not regarding oneself as different from others, 'queer'; and not being shy or self-conscious.

Acceptance of others

Acceptance of others implies a positive attitude towards others in general. Self acceptance and accepting others are bound up with one another because 'self' and 'other' are not exclusive, but supplementary categories. They are different but mutually existential. The self exists in its relationship with others and vice versa.

From a secular viewpoint, Adler (1938) considers acceptance of others as an elementary vital motor of living. It provides the propelling force by which individuals could achieve and move towards optimum psychological and social health. Lack of social interest and a rejection of others were seen as being at the root of individual psychological illness.

From what has so far been discussed, it is clear that there is a considerable reserve of scholarship that throws light into the nature of Self acceptance- what it is and what it is not. The following themes can be identified in the scholarly writings on Self acceptance:

- Self-appreciation and self-concept

- Positive and negative definitions

- Self acceptance as contradistinguished from self-esteem

- Contradistinction of Self acceptance from debilitating self-indulgence

- The element of subjectivity

- The presence of consciousness or awareness in accepting oneself

- Self-evaluation and realistic understanding

- Self acceptance and self-improvement

- Positive and negative assessment of oneself

- The impact of Self acceptance on relationships with others

- Enabling and therapeutic function of Self acceptance

The researcher identifies Psychological theories such as Humanistic and cognitive behavioral as uniquely significant on the topic. These theories generally view Self acceptance as having therapeutic as well as formative import for an individual. Self acceptance works as a remedy for reducing emotional misery just as it boosts the rate of happiness and fulfillment in human beings (Bernard). The researcher finds three seminal writers who need special mention.

Humanistic Psychology and Self acceptance

Many researchers have discussed Self acceptance in view of humanistic psychology. Some of the major humanistic psychologists who defined Self acceptance are:

Maslow's view on Self acceptance

Self acceptance occurs through the actualization of the self, which occurs through the development of the self (Goble, 1970). Maslow identifies categories of human needs in a linear and progressive hierarchy. In order to achieve Self acceptance and become a self-actualized person, humans need to satisfy lower-level needs. Maslow's view on Self acceptance is that it is a process towards self-discovery. Maslow's hierarchical needs are arranged in different levels of a pyramid. The lower needs must be achieved in order to attain the next level. At the bottom of the level are psychological needs such as food and water. The next level belongs to safety and security. Level three contains belongingness and love which represents interpersonal relationships. The next level consists of the need for self-esteem. It denotes the feeling of accomplishment. According to Maslow, the final level was Self-actualization at this level one achieves his true potential. Self acceptance is attained through self-actualization.

Rollo May's (1989) view on Self acceptance

Human beings could be considered as both subjects and objects. The description of humans as objects refers to the physical existence of individuals within the limits of forces which they do not or cannot control, Humans as subjects indicate

the capacity of an individual to give meaning to their experience. According to May, the freedom of an individual is directly rooted in his capacity as subject, his agency over what is done or attained. The limitations of an individual are connected to the fact of being subjected to the finiteness and compulsions of existence, which makes the 'destiny of the 'individual'. According to May, Self acceptance is attained when an individual gets free from the stigma about himself forced by others and internalised by the person himself/herself. It is a state of freedom from unreasonable social dependence, it helps to accept them with all their weaknesses.

Carl Rogers's view on Self acceptance

Rogers observed that interpersonal relationships could be improved by attaining Self acceptance. Interrelationships with other people could be improved when a person is able to attain Self acceptance within oneself. Self-actualisation is a goal that everyone strives for. For him, growth is a movement towards self-actualisation. An atmosphere that allows self-exposition, acceptance, and empathy is conducive to growth. Acceptance – unconditional receptivity- is thus a key component of personal development. Rejecting what he considers as mechanical determinism about the human mind and behaviour, Roger endorsed a humanistic view of psychology, and his therapeutic ideas were 'client-centered' and thereby aimed to provide insights required for a perception that is congruous. Rogers concluded that insight involves four elements. The first element is the acceptance of one's impulses and attitudes which emerged in part through the influence of others. Negative impulses and attitudes in particular are often a result of prior negative experiences. The second element is being in tune with one's behaviour and the perception of a new

relationship. The third element involves the renewed view of reality made possible by this acceptance and understanding of the self. The last element that Rogers proposed is the planning of new and more satisfying ways in which the self can adjust to reality.

Ryff's (1989, 1995) view on Self acceptance.

Ryff created a multifaceted model of well-being based on the main frameworks of positive functioning, such as those put forth by Erickson, Neugarten, Maslow, Allport, and Rogers. The six dimensions were a positive assessment of one's self and one's past life (Self acceptance), a sense of ongoing personal growth and development (Personal Growth), the conviction that one's life has meaning and purpose (Purpose of Life), the possession of quality relationships with others (Positive Relationships), the ability to manage one's life and the environment (Environmental Mastery), and a sense of self-determination (Autonomy). Self acceptance was therefore considered a major contributing factor of well-being.

Theoretical Overview of Socio-emotional Adjustment

The adjustment has been interpreted by psychologists in a wide variety of ways. However, these interpretations are seen to fall into two broad perspectives: adjustment as a process and adjustment as an achievement. "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs."(Shaffer, 1961). Piaget (1952) moved further to analyse the operations that the process of adjustment comprises and articulated them as accommodation and assimilation. These are the two concrete ways with which one person alters either oneself or the environment and fits

in. Thus, Piaget considers adjustment as a more active and decisive process and distinguishes adjustment from vulnerability.

Social and emotional adjustment includes personal and social development, social-emotional and behavioural skills, and social and emotional competence. Individuals improve their capacity to integrate thought, feeling, and behaviour to accomplish significant life tasks through social and emotional adjustment Social and emotional adjustment help children to develop their sense of self, form relationships, and comprehend how their actions and choices affect others in diverse social circumstances. Students gain the ability to identify, control, and successfully manage the social and emotional components of their lives in positive and moral ways through socioemotional adjustment. Children and adults learn social and emotional skills, attitudes, and knowledge through this process.

1. Recognize and manage their emotions

2. Set and achieve positive goals

3. Demonstrate caring and concern for others

4. Establish and maintain positive relationships

5. Make responsible decisions

6. Handle interpersonal situations effectively

Social and emotional competencies allow students to 'calm themselves when angry, make friends, resolve conflicts respectfully and make ethical and safe choices and be good communicators and problem solvers' (CASEL, 2007)

Social and emotional learning develops in five core areas of competence:

Self-awareness, self-management, Social awareness, relationship skills, and responsible decision making

1.   Self-awareness- accurately assessing one's feelings, interests, values, and strengths, maintaining a well-grounded sense of self-confidence.

2.   Self-management- regulating one's emotions to handle stress, controlling impulses and persevering in addressing challenges; expressing emotions appropriately, setting and monitoring progress towards personal and academic goals

3.   Social awareness- being able to take the perspective of and empathise with others, recognizing and appreciating individual and group similarities and differences; recognizing and making the best use of family, school, and community resources.

4.   Relationship skills establishing and maintaining healthy and rewarding relationships based on cooperation, resisting inappropriate social pressure, preventing managing, and resolving interpersonal conflict, and seeking help when needed.

Social development

A desired outcome of social development is social competence, the ability to be effective in social relations and interactions. Social competence is more than the absence of social and emotional problems, but includes adaptive social characteristics like good cooperation, communication, empathy, and self-control that will help

children develop good relationships and social status that facilitate ongoing development (Van Ryzen et al., 2015).

Both families and schools make conscious efforts to shape children's social development. Families and communities attempt to influence children's development in positive ways by creating what they expect to be formative experiences that will encourage good developmental trajectories.

Theories of Social Development

Ecological Systems Theory (Bronfenbrenner, 1992). This theory is an approach that makes an effort to distinguish between elements that contribute to formative experiences. The study of the developing child as they relate to various facets of their immediate social and physical surroundings is what the ecological approach is all about. These factors are envisioned as spheres that surround the child at ever larger distances and exert influences that are inversely proportional to that distance. The microsystem, which includes individuals and organisations that the children have direct contact with, such as family, classmates, and schools, has an impact on the developing child in the most immediate way. The interactions between individuals in the microsystem are the focus of the mesosystem. The youngster is affected by the exosystem without direct contact. Finally, the chronosystem entails a pattern of changes across time as they affect the child. It includes the culture in which the child is maturing, which includes beliefs and values as well as opinions on appropriate behaviours.

Ecological systems theory sheds light on the fact that developmental trajectories aren't always the same for children growing up in various cultures, highlighting the difficulty in fully comprehending the influences on development.

Psychosocial Theory. Theorist Erik Erikson based his psychosocial stage theory of social and personality development as it is moulded by social experience on Freud's stages of psychosexual development (Erikson, 1994; Crain, 2005). Erikson believed that each stage had a biological foundation but was also fundamentally altered by the child's interactions with the outside world. Erikson believed that each stage of social development was concerned with a specific topic and culminated in the identification of one or more development trends.

Social learning Theory. According to Bandura (1986), the social learning theory is a method for studying social development that does not employ stages. According to the social learning theory, children's social development happens when they watch and copy the actions of adults. Aggression, prosocial behaviour, and gender roles have all been linked to social learning, according to social learning theorists. A sense of self-efficacy and mastery of the social environment serve as the driving forces behind imitation and social learning, which can be combined with other experiences to promote social development.

Emotional adjustment

The term "emotion" refers to the experience of both arousal, which can range from excitement to calmness, and affect, which can include feelings of great joy, neutrality, and dissatisfaction. Some emotions can be distinguished from one another

based on the potential behaviours associated with them, such as anger being linked to the desire to strike someone or something and fear being linked to the motivation to leave a situation. The desire to prolong a situation is motivated by joy, and the desire to comprehend an event may be motivated by surprise. On the other side, sadness can lower one's motivation to take action.

The ability to regulate one's impulses and feel bad emotions and irrational thoughts when confronted with stressful situations is referred to as emotional adjustment. The characteristics of this dimension compare controlled, secure, peaceful, self-satisfied, and cool with moody, touchy, irritable, worried, unstable, gloomy, and complaining.

Family is seen as a significant component impacting a child's development because it serves as their primary socialisation background. Strong emotional ties are developed within families, and the knowledge children with hearing impairments get from their families influences how they will adjust to society in the future. Throughout their lives, the environment at home and school is thought to be crucial.

Attachment Theory

This theory is the source of the concept an attachment. It describes the emotional process by which a young child develops a strong preference and positive emotional reactions for familiar carers while displaying negative emotional reactions, particularly fear, to the separation from familiar people or the approach of strangers. According to Bowlby's conception of attachment, this stage of development laid the groundwork for personality traits that governed subsequent social interactions. He

proposed that early attachment experiences, along with cognitive advancements, led to the development of an internal working model (IWM) of social relationships. Early attachment behaviours, such as staying near familiar people and avoiding strangers, became much less frequent during the preschool and school years. The theory of IWM had been proposed years earlier (Craik, 1943) and it involved the notion that people's cognitive, emotional, and social behaviour were influenced by their mental representations of the world, which were created as a result of prior experiences. The connection between early attachment and later social interactions was thus made by the IWM.

Understanding emotional development is being able to feel and express emotions as well as being able to identify and react to the emotional condition of another person. These aptitudes emerge gradually and exist at age-appropriate levels.

Behaviouristic Approach. In particular, Watson viewed adjustment in a very limited way. He proposed that environmental events set off a chain reaction that affects humans. The adjustment that the reaction causes modifies the organism's physical state. In other words, one adjusts to daily events by responding to those responses that lessen or eliminate their impact.

Humanistic Approach. This method suggests that people should be less concerned with "fitting in" and more concerned with "doing your own thing" in the group. According to Carl Rogers, everyone has a strong desire to advance personally, to become whatever they see themselves as, and to strive to achieve whatever they feel capable of. This inclination is known as a self-actualizing propensity. According to Rogers, adjustment is trying to realise one's full potential in accordance with one's

personal values, as well as seeking one's true beliefs and sentiments. People with good self-esteem, the capacity to tolerate and express their emotions, and the ability to "make their campaign reality for psychological growth" are said to be well-adjusted.

Psychoanalytic Approach. The two popular theories which discussed the Socio-emotional Adjustment of children are Psycho analytical theory by Sigmund Freud and the Big Five-factor theory. Psychoanalysis is the major approach to understanding the human mind. The Psycho sexual development of an individual is discussed by Freud in three stages. The first one is the oral stage. Pleasure and motivation are associated with oral activities. In the anal stage, pleasure is associated with retaining and eliminating faeces. The phallic stage focuses on sexual feelings.

The three subsystems of personality on which the process of adjustment is dependent are id, ego, and super-ego. Id can generally be associated with a pleasurable activity that has sexual meanings. It is the one that dominates among children and the one which leads to instant gratification. The ego is based on the reality principle which operates upon id impulses and takes them to the activities as per the demands of the society. People reward some behaviours and punish others, the ego is thought to reflect a person's direct contact with rewards and punishers. In this way, the ego is considered as a system that controls the more fundamental impulses of the id. The id demands immediate gratification whereas the ego seeks alternative ways to reach the same goal. Superego is based on morality principles. It is considered the "consciousness" of an individual which can overpower the id impulses. It consists of the "ideal self and the conscience". The conscience refers to the morality which controls and guides people by putting force on their id impulses thereby behaving as

per norms. Some of the defense mechanisms which help the individual in the process of adjustment are Compensation, Identification, Rationalization, Projection, Daydreaming, Displacement, Reaction Formation, Repression, Suppression, and Sublimation.

A balance between the id, ego, and superego determines a healthy personality which means a lack of balance may lead to some difficulties. If a person acts on his impulses without considering the rules of society, it may be due to his Id's dominance over his personality. If the ego becomes dominant, an individual will tie it to the rules and norms of society. A person becomes rigidly moralistic, negatively judging anyone who doesn't meet their standards when his superego dominates.

The big five-factor theory which was developed in 1949 was the most widely used model of personality theory. The theory was established by D. W. Fiske and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987). A variety of important social, occupational, psychological, and health outcomes can be predicted by using it. The five-factor model of personality consists of a set of five dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. When a person who is talkative and outgoing in social situations is said to have an extraversion personality. Its core facets are assertiveness (vs. submissiveness), sociability (vs. shyness), and activity (vs. lack of energy). The next is the one that is said to be an important aspect of social behavior, Agreeableness. It maintains pleasant, harmonious interpersonal relations. Compassion (vs. lack of concern for others), politeness (vs. antagonism), and trust (vs. the suspicion of others) are the key facets

of agreeableness. Completing tasks, working towards long-term goals, and organizing things are the features of the individual who has Conscientiousness. Its important aspects are self-discipline (vs. inefficiency), orderliness (vs. disorganization), and reliability (vs. inconsistency). An individual who experiences negative emotions and moods is Neurotic. Emotional volatility (vs. stability), anxiety (vs. calmness), and depression (vs. contentment) are key facets. Negative emotions and frequent mood changes are shown by individuals who have high levels of neuroticism. Less satisfaction with life and lower self-esteem are the characteristic features of it. They feel less secure and satisfied with their relationships. When the individual has a low level of neuroticism, he may remain calm and optimistic even in difficult situations and show a capacity to regulate his emotions. The overall depth and breadth of an individual's intellectual, artistic, and experiential life come under the Openness personality. Imagination (vs. lack of creativity), aesthetic sensitivity (vs. insensitivity), and intellect (vs. lack of intellectual curiosity) are the major aspects of Openness.

People who have high levels of neuroticism show low levels of social adjustment. There is a statistically significant and negative relationship between neuroticism personality traits and social adjustment (Komolo, Aloka & Raburu, 2021).

Theoretical Overview of Level of Aspiration

The emergence of goal orientation theory in the field of education and psychology was an important milestone in educational research. Goal orientation is a theory that primarily concerns itself with the relationship between motivation toward

achievement and educational performance. The scholars and theorists of goal orientation show that there is a directly proportional relationship between a learner's aims for a higher level of achievement and their approach to studies.

Goal orientation involves a series of processes that includes reflection of involvement in the task, realistic goal setting, holding on to positive self-motivation, personality integration, and autonomy throughout the process of goal achievement.

The aim or goal of life should be high, but at the same time within one's bounds to approach and access, lest it becomes a mere dream. The first principle of effective goal setting is that it is consistent with one's self. It should be set as per one's own rest, passion, capacity, ambition, potentiality, dream, and aspiration but not as per the opinion, ambition, or dream imposed or fabricated by others. Once a self-activating goal is set an involved and engaging course of action is possible and required for its meaningful achievement. Factors such as one's devotion, concentration, honesty, determination, and efforts are decisive and determinant for the attainment of a goal or mission.

Aspiration refers to the degree to which a person focuses on tasks and the end results of those tasks. Aspiration plays a vital role in determining future personal, educational, career, and social endeavours.

Dweck's (1986) works on self-theory served as a path-finding breakthrough in identifying the relationship between how students view themselves as learners and their level of achievement. She found it probable that students' self-theory has a crucial impact on self-trust, their motivation to learn, and their resilience. From a

Social cognitive perspective, Dweck and her colleagues have shown that a substantial percentage of American students maintain a self-theory that treats their competence, intelligence, and potential performance as pre-fixed and stand-still categories and this theory has an adverse impact on their goal-setting, motivation and their approaches to achievement situations.

Two models of self-theories that she considers are entity theory and incremental theory.

Those who hold the entity theory of self believe that ability and intelligence are fixed entities. The notion of oneself as born with a certain level of intelligence is a typical instance of entity theory. Students who maintain such entity theory of self tend to focus on setting performance goals; that is, goals that represent specific desired or feared outcomes.

Learners with Incremental self-theory, on the other hand, consider skills and competencies as factors that can be improved and enhanced with dynamic efforts and involved action. They focus on learning goals; that is goals that concern improving skills and understanding. They are ignited to exert more effort after mistakes or failure and they attribute achievement and performance to the effort that is put in rather than some inborn talent, ability, or intelligence. As a visible contrast, those who cherish an entity theory about the self tend to attribute outcomes to ability. For them, mistakes indicate a lack of ability. As they consider skills and competence beyond work and action, they tend to get disempowered by fear of outcome and they generate defensive strategies and helplessness.

Elliot, whose works triggered considerable impact on sports education and PE research, proposed a Hierarchical Model of Approach and Avoidance Motivation. This was in the continuum with the concept of approach-avoidance achievement goals formulated by Elliot and Church. Elliot and his colleagues crossed mastery performance goals with approach/avoidance motivation to describe four kinds of achievement goals: mastery approach, mastery avoidance, performance approach, and performance-avoidance. Setting mastery approach goals helps people build competence by successfully completing more challenging tasks. Setting mastery avoidance goals helps people avoid performing worse than they have in the past. While performance-avoidance goals concentrate on preventing the presentation of incompetence, performance-approach goals concentrate on demonstrating normative competence, which is performing well in comparison to others. According to Elliot and Niesta, Goals are representations of endpoints that people try to reach or avoid (Elliot&Fryer,2008; Elliot&Niesta,2009). A goal has motivational power and significance only if individuals are engaged in pursuing it. Level of aspiration, for example, is a facet of goal pursuit that chronologically varies between people.

The specific goals individuals set for themselves are influenced by two important factors: feasibility and desirability, the perceived likelihood of attaining a goal, and its desirability (Ajzen&Fishbein,1980). Sense of desirability is influenced by personality factors (Roberts, Wood,&Caspi,2008) anticipated effect (Baumeister, Vohs, Dewall, &Zhang,2007), counterfactual thinking (Epstude&Roese,2008), and by the relative nearness of the goal with desirability being more salient for more distant goals.

The goals that individuals pursue include those assigned or imposed by others. The latter may be transformed into more personal goals, depending on factors such as the relationship between assigned goals and personal values and the legitimacy of the assigned source and individual skills (Locke & Latham, 2006). Goals that individuals see as congruent with their core values, interests, and desires are considered intrinsic, while those adopted because of the force of external authority or internalized "shoulds" are taken as extrinsic (Sheldon &Elliot,1999)

More concrete or specific goals are typically necessary when pursuing difficult destination points and when encountering obstacles (Vallacher &Wegner, 1987).

The process of selecting and committing to a goal and then pursuing it can be complex and requires consideration of situational opportunities and limitations, as well as individual factors (Bandura, 1990; Gollwitzer,1999; Kruglanski et .al., 2002)

Mindset Theory of Action Phases

The Mindset theory of Action phases describes how people select among goals through a series of four phases, each with a corresponding facilitative mindset (Gollwitzer, 1999; Heckhausen& Gollwitzer,1987).

The pre-decisional phase is the first stage in which the desirability and feasibility of the goals are assessed. This is a process facilitated by an open, and deliberative mindset that is relatively objective, realistic, and open to information (Bayer & Gollwitzer,2005; Fujita, Gollwitzer &Oettingen,2007). The end of the pre-decisional phase is a decision to act for a specific goal: This is the phase of setting a goal. Once an individual commits themselves to a goal, they begin to plan. This phase

induces an implemental mindset which can be described as closed. In this closed mindset, information irrelevant to their goal is tended to be disregarded, and people generate implemental intentions: that is they select particular means to move toward their goal. This increases commitment and facilitates action. An implemental mindset, by its very nature, is strongly and narrowly focused on the settled goal and therefore it is directed towards positive information. In this phase, Perceptions of vulnerability decrease, and illusory optimism increases (Gollwitzer&Kinney,1989). This in turn enhances perceptions of the desirability and feasibility of the goal, which then strengthens commitment.

Personality Systems Interaction Theory

Kuhl offered a comprehensive theory of personality, according to which a functioning person has both volitional efficiency and the capability of self-growth. Volitional efficiency involves the competence to form intentions and exercise that intentions in the form of action. This requires or at least benefits from a 'positive affect' where the mind tends to be non-responsive to follies, mistakes, or failures. The capability of self-growth is a potentiality that is quite different, but not dismissive of, volitional efficiency. It requires the mind to engage in a reflective memory and learn from the negatives which are perceived and identified in it. The former signifies an expressive and assertive competency whereas the latter suggests responsiveness and receptivity. Both of them are associated with 'affect'- one positive and the other negative- and thus together establish the case for the efficacy of non-rational processes in making an individual a functioning person. In his personality systems interaction [PSI] theory, Kuhl (2001), describes two volitional dispositions related to mindset:

state orientation and action orientation. State orientation tends to excel at the cognitive representation of one's goals, but makes the individual experience difficulty in enacting their intentions: they get stuck in thought, particularly under difficult or stressful task demands. Action-oriented volitional turn of mind in contrast helps individuals to process information more automatically and efficiently, and tend to be able to carry out their intentions more quickly and effectively (Goschke&Kuhl,1996). Action-oriented individuals reap the motivational benefits of positive affect derived from an implemental mindset, which energizes their efforts and decreases perceptions of potential difficulties(Kazen, Kaschel, &Kuhl, 2008). Action orientation also facilitates shielding goals, for example, protecting them from competing demands by controlling attention, emotion, and one's environment (Kuhl &Beckmann,1994).

Fantasy Realization Theory

Oettingen's (2000) Fantasy realization theory also articulates the relationship between the affected states and goal setting and achievements. The theory non-formatively suggests that fantasies can be instrumental in shaping and pursuing goals provided that a special type of self-regulating strategy is employed to incorporate expectation in goal setting. One such effective self-regulating strategy is that of contrasting the wished future with the present-day reality. All individuals have fantasies and all individuals live in a certain objective condition that is mostly incongruous with the fantasied future. However, in most cases, these two- the present reality and the conjured-up future- go parallel and never engage each other in a process. People either tend to stay passively in the present reality - Oettingen calls this

as a dwelling or to passively stay within their illusory dream of a future (indulging). In both instances, the expectation is left uncounted in setting a concrete goal.

Dwelling and indulging lead to moderate commitment, independent of expectations for success (Oettingen, Park, & Schnetter,2001). Mere indulging in positive fantasies is also observed as leading to weaker commitment and less success (Oettingen & Mayer, 2002).

Mental contrasting, when coupled with high expectations showed a proportional relationship with the feeling of being energized, making specific plans, and exerting passionate effort. On the other hand, mental contrasting when joined with low expectations is associated with less commitment and effort. This is indicative of the direct connection between the Level of Aspiration and the effort that is taken for goal achievement.

Aspiration is a goal-striving faculty that contributes to fostering competitive efficiency that is essential for survival and self-growth in this modern world. The concept of Level of Aspiration was first introduced in 1931 by Dembo, one of Lewin's students, in the course of experimental work on anger. Level of aspiration signifies earnest desire, aims, or ambitions. The phrase 'Level of aspiration', was first used by Lewin (1935) as a term to refer to an individual's 'perceived' goal. The Level of Aspiration is defined as a psychological construct that reflects a cognitive type of motivation of the individual. In other words, the level of future performance in a future task that an individual, knowing his level of past performance in that task, explicitly undertakes to reach. The term Level of Aspiration represents an individual's estimation of his/her ability for future performance based on observation of the

strength of his/her past experience, of his/her fitness and capacity in relation to the goal, the efforts that he/she can make towards attaining the goal, consequences of past experience, whether failure-oriented or success oriented level of efforts made by him/her in that direction and his/her capacity to pursue the goal.

Aspiration has been defined by many researchers. Some of the major aspects of aspiration are given below.

"Level of aspiration is the degree of that task chosen as a goal for the next action" (Hoppe, 1930). According to Frank (1935), "The Level of Aspiration is future performance in a familiar task which an individual, knowing his level of past performance in that task explicitly undertakes to achieve."

Boyd (1952) explained "Level of aspiration means an individual's ambition in a dynamic situation; it is an individual's goal or expectation in regard to the goodness of his own future to a given task. According to Good (1957) "Level of aspiration is the level of performance or the good that a person (or a group) desires or hopes to reach in a specified activity."

"An aspiration is a person's orientation towards a goal. It is setting of goal to be achieved. Success and failure of an individual can be measured through knowledge of goals" (Hilgard, 1965).

A common characteristic of all the definitions of the Level of Aspiration reviewed is that the term refers to a desired level of performance in a task rather than a position for the individual.

According to Ferari & Parker (1992), "Level of Aspiration is the level of future performance in a familiar task which an individual, knowing his past performance in the task, explicitly undertakes to reach." In the non-experiment context, Level of Aspiration usually means a level of performance which at least before the event will be acceptable to the subject's image of himself, i.e. to his ego.

As conceptualised by Hurlock (1967) aspiration means, "a longing for what is above one's achieved level with advancement on its end. It is an incremental mark of achievement to be crossed in a given task. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him and which is ego-involved". To aspire means to desire and this desire is a pre-requisite of any achievement. Level of aspiration is a person's expectations, goals, or claims on his own future achievement in a given task.

Thus, the review of definitions shows that certain characteristics of the phenomenon of the Level of Aspiration- which distinguish what it is and contra-distinguish as what it is not- are generally agreed upon. Aspiration is a mark of excellence to be achieved in a performance and not a position or status to be reached at and therefore, the term is about a progressive movement in a work rather than that of the agent. The Level of Aspiration involves an individual's self-assessment of his/her past achievement. It is expressive of a desire for the progressive movement in achievement level and is explicit. The Level of Aspiration reveals an articulate distinction between what has already been achieved and what is yet to be achieved. Though conscious, it has an emotion-subjective nature. Level of aspiration has a pragmatic bearing on the individual and it has a motivational impact.

In short many researchers have pointed out that the Level of Aspiration is the expected level of achievement of the individual where a difference is obtained between a person's performance in a task and his estimate of future performance in that task. This concept of Level of Aspiration is taken in the present measure which is based on Humphrey and Argyle (1962).

Determinants of Level of Aspiration

The Level of Aspiration is usually influenced by two types of factors-environmental and personal. In early childhood, before the child is old enough to articulate what his abilities, interests, and values are, his aspirations are largely shaped by his environment. As he grows older and is more aware of his potentialities and interests, personal factors begin to have greater power. However, even at this stage, the kind and degree of his/her aspirations and moral orientation continue to be determined by environmental factors, though more indirectly and subtly.

Environmental Determinants.

(i) Parental Ambitions: Parental ambitions constitute the first element - first in both time and degree of impact- that gives shape to the very mental makeup and self-conception of a child. What a young child wants to perform and achieve is directed out of what parents expect of him/her. It has been observed that parents always tend to expect more from the firstborn, and therefore the Level of Aspiration may be higher for the firstborn than that of those born later.

(ii)   Social Expectations: The longings and self-expectations of a person are largely influenced by what others- especially the immediate society with which he/she interacts- conceive and expect of him/her. Society expects more from some people than from others. It is generally assumed that one who is successful in a particular area may also be successful in other areas if he wishes.

(iii)   Peer Pressure: Friends may encourage or discourage a child in anything. If they encourage him, he may develop a tendency of 'high goal setting.

(iv)   Culture: The cultural environment in which the individuals live and interact can determine the aspiration level. Rich cultural background creates high expectations in them.

(v)   Social Value: It also varies with the area of achievement Social rewards and prestige also work as a 'reinforcer'.

(vi)   Competition: Healthy competition with peers and siblings acts as a determining factor of the Level of Aspiration.

(vii)   Group Cohesiveness: If there is an environment of co operation, friendly and mutually respectful in a group, it will facilitate better aspiration level.

Personal Determinants.

(i)   Wishes: Need formation is an important starting point as far as the Level of Aspiration is concerned. If one feels a need or strong wish to achieve something or he/she has high achievement motivation, his/her Level of

Aspiration to achieve will be higher. Therefore, wishes are undoubtedly a major factor that conditions the Level of Aspiration.

(ii)   Personality: the overall personality of an individual act determining role in aspiration level.

(iii)   Past Experience: Individual experiences also influence the Level of Aspiration. i.e pleasant experiences tend to lead to strengthen's one's aspiration, traumatic experiences weakens it.

(iv)   Values and Interest: Personal values and interests also play a role in determining the extent of the Level of Aspiration.

(v)   Sex: Most of the studies reveals that boys have higher aspirations than girls due to their distinct interests, preferences, goals, and family and societal expectations.

(vi)   Socio-Economic Background It is observed that the aspirations of middle- and upper-class members of a society are greater than those of members of the lowest socioeconomic strata.

(vii)   Racial /Ethnic Background: Minority groups have higher aspirations than the majority group. It is merely a form of compensation demanded by minority groups.

(viii) Self determination: it is force factor that drives individuals to be able to aspire something good.

Theories Related to Level of Aspiration

Resultant vector Theory (1940). This theory was first presented by Escalon (1940), and further elaborated by Festinger (1942) and Lewin Dembo and Sears (1944)

Escalon defines "The person's expectancy, success and failure at a given level of performance defines relative potency of the valances of success and failure". According to Escalon Level of Aspiration stated three important factors

1. The attractiveness of success

2. The repulsiveness of failure

3. The cognitive factors of a probability judgment, which implies the expectancy of success or failure.

They have defined the Level of Aspirations situation as a decision in which the person chooses a more difficult, equally tough, or less difficult task. The choice is determined by the resultant force towards it. The relative potency of the valences of success and failure is determined by the individual's expectancy of success and failure at a specific performance level.

The last performance, setting the Level of Aspiration for the upcoming performance, the new performance, and the psychological response to the new performance are the four primary distinct points in a typical sequence of events of the Level of Aspiration. The goal discrepancy score is the difference between the previous

performance level and the new goal level. The goal discrepancy score serves as an indicator of aspiration.

The Level of Aspiration suggests an ideal objective with a defined inner structure. It can be too challenging or too simple. The individual establishes another objective for the following trial based on this one, and the performance ratings from the previous trial are often referred to as the degree of aspiration, which is influenced by cultural and personal circumstances.

This theory provides this study more weight because an individual's level of desire is their expectation or objective.

Kurt Lewin's Field Theory (1985). Field theory is described as "Learning to be a process of perpetual organisation or reorganisation of one's life space or field involving insight" by Lewin. It gives motivation enough weight by associating it with the desire to achieve a goal. One is expected to organise their lives in a way that would help them achieve their intended outcome. Lewin uses the concept of life space to explain how people behave. The scope of a person's life is determined by his psychological power. It encompasses the individual, his motivations, tensions, and thoughts, as well as his surroundings, which are made up of perceived things or occurrences.

Lewin uses a diagram with a person at the centre to illustrate his thesis. He walks through his life space, which is made up of all the facts that influence him at any given moment. A person's life space includes the person himself, the goals he is pursuing (positively) or avoiding (negatively), the obstacles that impede his progress,

and the road he must take to get there. Desire makes a person feel tension, and when tension becomes a balancing state, a person acts. When the objective is attained, the organism enters a condition of repose until a fresh desire awakens him. This theory emphasises the significance of studying the Attitude of aspiration

The three main components of Lewin's field theory are threat, goal, and barrier. A barrier must be crossed by someone who wants to accomplish something. Both psychological and physical barriers are possible. The barrier in a person's life space is constantly being rebuilt as a result of these changes. Each individual lives within a field of forces, according to Lewin. His life space is the set of forces to which the person is responding or reacting. According to Lewin, an individual's Level of Aspiration depends on their potential and the power of the group they are a part of. A degree of aspiration that is either too high or too low hinders learning.

Kelley's Personal Constructs Theory (1995). The personal constructions theory of Kelley is an idiographic method that emphasises the individuality of every person. It is also a phenomenological method since it emphasises seeing the world from one's own perspective rather than through the interpretation or analysis of an observer.

According to Kelley, each of us is a scientist in the sense that we interpret the universe of occurrences in our own ways and then develop hypotheses (probable future event predictions) based on these personal theories. Every time we take an action, we are testing our hypothesis, and in this way, behaviour is the experiment's independent variable. The type of our follow-up behavioural tests will depend on whether or not our hypotheses are validated by the results.

Cognition Theory (1990). The cognition hypothesis of learning was put forth by Edward Tolman. He disagreed with the earlier statement that behaviour was a reflexive response to a situation. Tolman thought that behaviour had direction and purpose and was goal-oriented. We act out of a desire to accomplish something or to stay away from unpleasant situations. In accordance with his thesis, there are strategies and resources available to us that can help us accomplish our objectives. One of Tolman's core beliefs was that a given style of activity will always result in a particular outcome.

Tolman's theory was founded in part on his conviction that we anticipate certain behaviours will lead to certain consequences. Tolman's idea stood out from the majority of others since it asserts that learning can take place without reward. Experience can teach us lessons, but only if we are driven enough to act on our expectations. In order to establish the events that you will focus on and to allow inertial tension to create a demand for the objective, motivation serves two goals. The two basic categories of motivators are. Incentives and deprivation. We are more motivated by a huge reward than a lesser one because deprivation causes internal urges to achieve the goal. Incentives only influence behaviour when the incentive is adequate.

Goals, Motivation, and Achievement Theory (GMAT). This theory looks at how goals, motivation, and academic success are related. Covington (2000) enhanced this theory when he discussed the connection between educational objectives (aspirations) and achievement by highlighting how the level of motivation separates goals from achievements. According to this theory, aspirations are about

achievements and vice versa. According to Covington's (2000) hypothesis, the interplay between the goals that students set and the motivational characteristics of those goals, such as predicted reward structures or satisfaction, determines the quality of learning and the propensity to continue learning.

Theoretical Overview of Hearing Impairment

The degree of hearing impairment can vary widely from person to person. Based on the degree of hearing loss Hearing-impaired individuals are mainly classified into two groups, Hearing impaired and Hard of hearing. Hearing impaired individuals are totally unable to attend, and cannot learn to speech through hearing even with the help of the best auditory training. The hard of Hearing individuals have some residual degree of hearing which can be improved through auditory training.

Depending on the degree of hearing loss, an audiologist may categorize the hearing loss into five ways as follows:

Mild (20-40dB)

Moderate (41-55dB)

Moderate-Severe (56-70 dB)

Severe (71-90 dB)

Profound (91dBand above)

Types of Hearing Impairment

On the basis of the affected part of the ear, there are mainly two types of hearing impairment.

(1)   Conductive hearing impairment: Improper transmission of sound waves into the ear causes the insensitivity of sound waves of all frequencies. The malfunctioning of the different parts of the ear such as the outer, middle as well as inner also leads to this disability. Both genetic and psychological factors might contribute to conductive hearing loss. It can be treated by surgery and with the help of using hearing aids and other assistive devices.

(2)   Sensory neural hearing impairment: It is due to the malfunctioning of sensory receptors of the inner ear such as the cochlea or the auditory nerve. Studies revealed that Maximum loss at higher frequencies cannot be treated. In addition to the structural problem in the inner ear, other factors such as loud noise, trauma, viral infections, and certain diseases viz meningitis may contribute to this disorder. Long-term exposure to noise throughout old age increases the risk of cochlea nerve cell loss, which causes hearing sensitivity to diminish and makes it difficult to perceive speech in noisy surroundings. ("Gates & Mills, 2005").

Causes of Impaired Hearing

There are mainly two causes of impaired hearing.

(1)   Congenital: Hearing loss is thought to be mostly caused by hereditary factors. Children who have hearing-impaired parents are more likely to contract this disease. Another reason may be attributed that the baby was born with reduced weight or that they had certain illnesses like syphilis or rubella. Additionally,

the mother's health during pregnancy also affects the fostering of such a disability.

(2)   Acquired: children are found to be more vulnerable to Hearing Impairment through certain illnesses such as meningitis, measles, and mumps. The emergence of this disorder may be caused by some chronic infections in the ear. Brain injury is also found to be responsible for hard of hearing. Despite the above organismic factors, other factors via noisy surrounding environment also appeared to play a vital role in the development of such disability.

Various models of disability

Magico-Religious Model. This is the oldest model of disability that assumes disability is the result of bad karma or punishment for sins in the past. even today some communities and religious groups depend on such magico religious beliefs. Magic or supernatural power was considered to be the remedy for curing disability.. this gave rise to several malpractices and even led to the torture of people with disability by the priests.

Charity Model (Tragedy Model). It depicts persons with disability as victims of their impairment. Out of pity or sympathy, one may support them financially or otherwise. This model does not depict the person with a disability as having their rights to have education, employment, and other facilities just like their nondisabled counterparts

Medical Model (Bio Centric Model). This model appeared on the disability scene in the 19th century. According to this model, disability is the result of the

physical or mental limitations within an individual. Since the disability lies in the individual, hence its solution can only be found in him through medication or surgery as considered fit by the doctors. The WHO published the International classification of Impairments, Disabilities, and handicaps in 1976 to provide a conceptual framework of disability based on it. It put in place a reservation system for their admission to educational institutions and even for recruitment in Government Jobs. It functions to alleviate the physical and mental conditions of Persons with a disability to a large extent. However, people began to discriminate against them. the public imagined that PWDs would become vulnerable to ill health and disease and gradually become less productive with time.

Social Functional Model. It is society and the environment which disable us more than our impairment. This model affirms that the environmental, social, and attitudinal barriers increase the impairment of an individual. The social model focuses on the disability of the society and not on the individual. this model recommends that a fully developed society can provide an unrestricted environment where nobody feels disabled. Hence this model pointed out the need for right based society, full participation, and non discriminatory legislation for people with special needs. But this model does not focus on the individual problems.

Bio-Psycho-Social model. This model is a combined form of medical and social models. Under this model, disability is considered as the interaction between health conditions and external environmental factors such as physical barriers, social status, social attitude, educational factors, and family background. this model

projected the importance of the influence of a person's immediate environment on his extent of disability.

Review of Related Studies

Studies Related to Self acceptance

Yu Peng (2022) conducted a study on Parenting Styles and Self acceptance of High School Students. The Mediating Role of Academic Self-Efficacy. A total of 178 high school students were selected and instructed to fill in Short-form Egna Minnenav Bardoms Uppfostran for Chinese, Academic Self-efficacy Scale, and Self acceptance Questionnaire. The correlation analysis was done and it showed that parenting style, academic self-efficacy, and Self acceptance of senior high school students were significantly correlated with each other. The findings of the study revealed that parenting style influences high school students' Self acceptance through academic self-efficacy.

Aricale, Dundan, and Saldana (2015) conducted a study to find out the effect of values, sex, socio-economic status offline/online identity expression on Self acceptance. The investigator collected data from a sample of 459 students. The descriptive survey method used the Self acceptance scale, and authors developed an offline/online identity expression scale, and a values scale was adopted to collect data. Factorial ANCOVA and path analysis were mainly used as statistical techniques. There was a significant positive relationship between values and Self acceptance. The second finding was sex, and socioeconomic status had no significant effect on Self

acceptance findings indicated that sex and SES have no significant effect on offline and online identity expression.

Hernandez (2014) explained his views in a theoretical paper that pointed to the reality that women are not confident in their potential. Women are far behind men in every field. This study includes positive psychology and historical views of Self acceptance and how external force contributes to the low Self acceptance in women. The main focus of the study was how to improve the Self acceptance of women by Deflecting toxic external messages and changing problematic thinking styles.

Decha-ananwong, Tuicomepee, and Kotrajaras (2013) find out the Self acceptance of different categories of gay men. 10 gay men were selected as a sample. Using in-depth interview data were collected, qualitative research methods were used for analysing data. Purposive sampling techniques were used. The researchers developed Self acceptance of the GayMen Scale (SAG) and interview schedule for collecting data. Self-accepted gay men show more socially accepted. Identity confusion occurs at the adolescent stage, but the proper exploration of their feelings gets them self-accepted. Those who have to share their feelings openly with their family or friends had more Self acceptance.

Kusuma (2013) explained the aspect of Self acceptance of street children based on their age, gender, and education. Seventy-five street children of age group 10-16 years were purposively selected. Tools used for the study were an interview schedule prepared by Investigation and Kakkar's (1984) Self acceptance Inventory. Mean, SD, t-test, and percentage were used for analyzing the data. The findings revealed that the 14-16 years age group has less Self acceptance than the 10-13 age

group. Girls showed less Self acceptance than boys. Illiterate street children have low Self acceptance than literate street children. No significant difference appeared in the street children based on age, gender, and education.

Rigby and Bortolozzo (2013) tried to find out the relationship between Self acceptance and the attitude of victims of bullying school students. 212 Australian school students of age between 9 and 14 were used as a sample. Correlation and multiple regression analyses were used as statistical techniques for analysing the data. The relationship between pro-victim attitude significantly correlated with acceptance of self, but it is not significantly correlated with Self acceptance. The study's findings revealed that Self acceptance is not related to a positive attitude toward victims of bullying. Still, the attitude toward victims of bullying is related to the acceptance of others.

Ceyhan and Ceyhan (2010) conducted a study on the Self acceptance and learned resourcefulness of university students. The levels were studied longitudinal sample used for the study were 198 university students on the first and Eight-semester Self acceptance scale, and Rosenbacim's self-control scale was used for collecting data. Mean, SD and t-test were used as statistical techniques. The study's findings revealed that the Self acceptance of university improves significantly during the first to eighth semester period. Significant differences exist between first and eighth-semester female students in the Self acceptance obscured in male students. There was no significant difference in the university education period based on gender.

Flett, Besser, and Davis (2003) examined the relationship among dimensions of perfectionism, unconditional Self acceptance, and depression. Ninety-four students were taken as samples. A multidimensional perfectionism scale, Unconditional Self

acceptance Questionnaire, and a self-reported depression measure were considered tools for this study. Mean, SD, Correlation, t-test, and Multiple Regression were used as statistical techniques for analysing the data. A correlation study revealed that the dimension of perfectionism is negatively associated with unconditional Self acceptance. Depression was positively associated with low Self acceptance. Unconditional Self acceptance mediated the relationship between socially prescribed perfectionism and depression. Chebat and Picard (1988) examined the effect between message sidedness and credibility of the receiver's Self acceptance considered as a mediating variable. A Self acceptancescale and eight Likert-type questions developed by researchers were used. Around 434 undergraduate students were considered a sample. They were divided into four groups; each set got one advertisement in one version. ANOVA was used as a statistical technique. The findings of the study indicated that message sided interacted significantly with Self acceptanceof the respondents favourable attitude towards two-sided messages.

Westwood (1976) conducted an exploratory study which was focused on the correlation between suicidal temptation and Self acceptance in young adulthood between the ages of 16 to 25. Data were collected by using the Self acceptance scale (Berger, 1952). Thirty adults were divided into three groups, and the first group was patients of a general hospital. Those who have suicidal temptation were in the second group and the patients of the general hospital without suicidal temptation were in the third group. They were taken randomly from society. ANOVA was conducted to find out if any significant differences exist in Self acceptance among these three groups. The study's findings revealed that the group who have suicidal temptation had

significantly lower Self acceptance than the other two groups. It also revealed that there was no significant relationship between hospitalization and Self acceptance.

A summary of studies on Self acceptance is given in Table 1.

Table 1

Summary of Studies on Self acceptance

Year	Authors	Variables	Findings
2022	Yu Peng	Parenting style, Self acceptance, Academic self-efficacy	The parenting style, academic self-efficacy, and Self acceptance of senior high school students were significantly correlated with each other.
2015	Aricale, Dundan and Saldana	values, sex, socio-economic status, and Self acceptance.	There was a significant positive relationship between values and Self acceptance. Sex, and socio-economic status had no significant effect on Self acceptance
2014	Hernandez	historical views of Self acceptance	The study discussed how to improve Self acceptance of women by Deflecting toxic external messages and changing problematic thinking styles.
2013	Decha-ananwong, Tuicomepee and Kotrajaras	Self acceptance	Self-accepted gay men show more socially accepted. Those who have to share their feelings openly with their family or friends had more Self acceptance.
2013	Kusuma	Self acceptance based on their age, gender, and education	Girls showed less Self acceptance than boys. Illiterate street children have low Self acceptance than literate street children. No significant difference appeared in the street children

Year	Authors	Variables	Findings
			based on age, gender, and education.
2013	Rigby and Bortolozzo	Self acceptance and the attitude	Self acceptance is not related to a positive attitude toward victims of bullying.
			The attitude towards victims of bullying is related to acceptance of others.
2010	Ceyhan and Ceyhan	Self acceptance and learned resourcefulness	Significant differences exist between first and eighth-semester female students in the Self acceptance obscured in male students.
			There was no significant difference in the university education period based on gender.
2003	Flett, Besser and Davis	perfectionism, unconditional Self acceptance, and depression.	The dimension of perfectionism is negatively associated with unconditional Self acceptance. Depression was positively associated with low Self acceptance.
1988	Chebat and Picard	Message sidedness and credibility of the receiver's Self acceptance	The findings of the study indicated that the message sided interacted significantly with the Self acceptanceof the respondents favourable attitude towards two-sided messages.
1976	Westwood	Suicidal temptation and Self acceptance	The group who have suicidal temptation had significantly lower Self acceptance

Studies Related to Socio-emotional Adjustment

Patial and Patial (2023) investigated the social adjustment of secondary school students. A number of 240 students studying in the 9th and 10th classes of secondary schools were selected through a stratified random sampling technique. To obtain pertinent and precise information, the descriptive survey method was used. To collect the data R. C. Deva's Social Adjustment Inventory (1990) was applied. The findings revealed that the majority of the sample possessed Average/Moderate and Poor/Low levels of social adjustment.

Ziadat (2020) conducted research on deaf and hearing impaired individuals' social, economic, and educational challenges. This descriptive study included a sample of 105 students. The result showed that medium levels of challenges had been faced by the students in these areas. Lack of engagement in social activities, feelings of discrimination and a kind of fear to be engaged with others are the social challenges. The availability of a language translator, difficulty in learning science, and less qualified teachers are said to be the educational challenges. The result further showed statically significant differences in the economic challenges and social level of individuals based on gender, age, and qualification.

Accariya and Khalil (2016) assessed the Socio-emotional Adjustment of L.D Students during the transition into junior high school. In-depth interviews were conducted on 12 L.D. Students. The study's findings on following the feeling of isolation, lack of adaptation, skill, and relationship with teachers are also poor. This study suggested prevention programs for supporting L.D. Students.

Dilshad, Noreen, and Tanvir (2016) tried to measure the social, and emotional adjustment of hearing impaired children from the primary and secondary levels. The data was collected from teachers of 256 hearing impaired children. A random sampling technique was used in the study. Social, and emotional assessment inventory was used to collect data. Descriptive statistics and t-tests were used to analyze the data. The study's findings indicated no significant difference in social-emotional adjustment of primary and secondary level students and gender. But a significant difference was observed in emotional adjustments regarding gender.

Gul (2015) conducted a study to find out the relationship of socio-emotional adjustment on the academic achievement of adolescent girls. The descriptive survey method was used in this study. Two hundred fifty participants were selected as samples. The investigator revised and used the social-emotional adjustment scale of Najam and Simeen 1991. Results of the study indicated that a positive and significant relationship exists between the socio-emotional and academic achievement of girls. A significant relationship also exists between these two variables. A significant difference exists in socio-emotional adjustments between rural and urban adolescent girls.

Stevenson, Kreppner, Pimperton, Worsfold, and Kennedy (2015) measured the extent to which hearing-impaired children show emotional and behaviour difficulties compared to normal children. Meta-analyses were used for weighted effect size and non weighted effect size. This analysis confirms that hearing-impaired children show more emotional and behavioural difficulties than normal children.

Bashir et al. (2014) measured the social behaviour in schools of hearing impaired students in private and public schools. The school social behaviour scale (Ismail 2002) was used using this tool's social competence, and adolescent students' anti-social behaviour was measured. The findings of the study revealed a significant difference in social competence and anti-social behavior. Among hearing impaired students Girls showed more social competence, and hearing impaired children showed more socio-competence. Hearing-impaired students in the private sector showed more social competence.

Gill (2014) tried to find out the educational, social, and emotional adjustment of boys and girls of visually handicapped students in a particular school in Faridabad. Random sampling techniques were used in the study. An adjustment inventory of Dr. AKP Sinha and Dr. RP Sinha was used as tools. Data were collected from the two blind schools in and around blind schools from Haryana. Statistical techniques used in the study are mean, standard deviation, and t-test. The study results indicated no significant difference between the educational, social, and emotional adjustments of boys and girls in special schools.

Harris (2014) observed the challenges and the social-emotional development of hearing impaired children. The age of children, identification of problems, degree of hearing loss, and other disabilities are the factors that affect the development of communication skills. Academic performance and Social-emotional development are related. Social-emotional development of students was measured by using three psychological scales. The results showed that four students' emotional and behavioral

developmental difficulties are at normal risk. An extremely relevant risk was faced by one student.

Bhuvaneswari and Immanuel (2013) focused on the psychological problems of hearing-impaired students. Taylor's scale of manifest anxiety frustration test, aggression scale, and Adolescent adjustment inventory was used as a tool. Chi-square test, t-test, one-way ANOVA, and Pearson correlation were used as statistical techniques. There was a significant relationship between social and personal adjustment and anxiety. The study revealed that anxiety, frustration, aggression, and adjustment are significantly correlated, poor adjustment lead to anxiety, frustration, and aggression among hearing-impaired students.

Gulay and Onder (2013) conducted a study to find out the socio-emotional adjustment levels of preschool students to peer relationships. One hundred forty-four preschool children of age 5 to 6 years were used as a sample. Peer relation variables used in this study are aggression levels, exclusion by peers, fear-anxiety towards peers, hyperactivity–distractibility, and peer victimization. The findings of the study indicated that preschool children's socio-emotional adjustments impact certain peer relationship variables such as exclusion by peers and peer victimization. Children with low socio-emotional adjustments are highly aggressive toward their peers.

El-Zraigat (2012) assessed the special needs of students with hearing impairment. Two hundred thirty-one deaf students were selected as the sample. The investigator developed special needs scale. t-test and ANOVA were utilized as statistical techniques. The study's finding revealed no significant difference between all pairs of means for both male and female respondents. The grade groups 2-5, 6-8,

and 9-11 were significantly different regarding their communication needs, social and emotional needs, personal needs, behavioural needs, and academic needs. This study suggested that organizing the planned programs will meet the needs of students with hearing impediments.

Al-Yagon (2011) conducted a study to find out the effect of the father's emotional resources, such as the father's positive and negative effects on avoidant and anxious attachment. The sample used for the study was 203-father –child dyads; 107 Fathers and their children with LD of age 8-12 years and 98 fathers and their non-LD children of age 8-12 years. Path analysis was used as a statistical technique. The study's findings indicated a father's emotional resources had a strong influence on their children's social-emotional and behavioral.

Deepshika and Bhanot (2011) conducted a study to assess the role of the family environment of adolescent girls in their socio-emotional adjustment. The sample of the study was 100 adolescent girls of the age group of 17-18 years. Tools used for the study were the Family Environment Scale and Adjustment Inventory by Sinha and Singh (1971). Percentage and multiple regression analysis were used as Statistical Techniques. The study's findings revealed that all the eight factors such as cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization, and control significantly depend on the socio-emotional and educational adjustment of adolescent girls.

Satapathy (2008) analysed the relationship between academic performance and reputed psychosocial and demographic variables meadow/Kendal social, and emotional scale used for determining the socio-emotional adjustment of hearing

impaired children. The hearing-impaired students in VII and Xth classes were used as support. Academic performance has a significant positive correlation with social-emotional adjustments of both hearing impaired and normal students. Demographic variables such as age, number of siblings, and socio-economic status also significantly correlate with academic performance.

Murray and Greenberg (2001) tried to assess the relationship between children with and without disabilities to their teachers and their school environment. The study's findings indicated that students with and without disabilities were associated with social and emotional adjustment variables.

Dinsman and Bernardino (1991) studied the social/emotional problems among children and youth with differing degrees of sensor neural hearing loss. This study tried to find out any significant difference that occurs in the severity of hearing and socio-emotional problems. The sample-eyed in the study were seven to fifteen-year-old moderate to profound hearing loss children and children with sensor neural. Meadow - Kendal's Social-Emotional Assessment Inventory (SEAI) was administered. Percentile scores in three different ranges were eyed as statistics techniques. The result of the study indicated that hard-of-hearing children have lower socio-emotional adjustment than deaf children. This study focused on the prevalence of social and psychological problems among hearing-impaired children studying in special and regular schools.

Berg et al. (1986) reported that the social and psychological difficulties of hard-of-hearing children and deaf children do not have any significant difference. The impact of hearing impaired affects not only the children but also their parents and

teachers.   A hearing aid helps to image the volume of the round but also could not restore the capacity of hearing. They are comparing the socio-psychological problems of children with hearing impaired studying at regular schools and special schools. It is seen that hearing-impaired children studying at regular schools have more socio-emotional problems than hearing-impaired children studying at special schools.

Brown (1978) suggested different ways for schools for Deaf for promoting their children to be adjusted for promoting adjustment among Hearing Impaired students. This paper suggested how schools can mould their children to be socially and emotionally adjusted people. Data was collected by interviewing young deaf adults and by recurring related literature. The main suggestions presented in the study for ensuring socio-emotional adjustment of its students are 1) Counselling for parents of hearing-impaired children 2) Availability of deaf models 3) Ample opportunity for interacting with hearing persons d) Counselling sessions provided to hearing impaired children.

Summary of studies on Socio-emotional Adjustment is given in Table 2.

Table 2

Summary of Studies on Socio-emotional Adjustment

Year	Authors	Variables	Findings
2023	Patial and Patial	Social Adjustment	The majority of the sample possessed Average/Moderate and Poor/Low levels of social adjustment.

Year	Authors	Variables	Findings
2020	Ziadat	Social, economic, and educational challenges.	Medium levels of challenges been faced by the Hearing Impaired students
			Lack of engagement in social activities, feelings of discrimination and a kind of fear to be engaged with others are the social challenges. The availability of a language translator, difficulty in learning science, and less qualified teachers are said to be the educational challenges.
2016	Accariya and Khalil	Socio-emotional Adjustment	The feeling of isolation, lack of adaptation, skill, and relationship with teachers is also poor.
2016	Dilshad, Noreen, and Tanvir	social, emotional adjustment	No significant difference in social-emotional adjustment of primary and secondary level students and gender.
			A significant difference was observed in emotional adjustments regarding gender.
2015	Gul	Socio-emotional Adjustment and the academic Achievement	A positive and significant relationship exists between the socio-emotional and academic achievement of girls.
			A significant relationship exists between these two variables.
			A significant difference exists in socio-emotional adjustments between rural and urban adolescent girls.
2015	Stevenson, Kreppner, Pimperton, Worsfold and Kennedy	emotional and behaviour difficulties	Hearing-impaired children show more emotional and behavioural difficulties than normal children.
2014	Bashir *et al*.	social behaviour	A significant difference in social competence and anti-social behavior.

Year	Authors	Variables	Findings
			Girls showed more social competence, and hearing impaired children showed more socio-competence. Hearing-impaired students in the private sector showed more social competence.
2014	Gill	The educational, social, and emotional adjustment	No significant difference between the educational, social, and emotional adjustments of boys and girls in special schools.
2014	Harris	Academic performance and Social-emotional development	Academic performance and Social-emotional development are related.

four students' emotional and behavioral developmental difficulties are at normal risk. An extremely relevant risk was faced by one student. |
| 2013 | Bhuvaneswari and Immanuel | Social, personal adjustment, and anxiety. | There was a significant relationship between social and personal adjustment and anxiety.

Anxiety, frustration, aggression, and adjustment are significantly correlated

poor adjustment lead to anxiety, frustration, and aggression. |
2013	Gulay and Onder	socio-emotional adjustments	Children with low socio-emotional adjustments are highly aggressive toward their peers.
2012	El-Zraigat	Assessed the special needs of students	The grade groups 2-5, 6-8, and 9-11 were significantly different regarding their communication needs, social and emotional needs, personal needs, behavioural needs, and academic needs.
2011	Al-Yagon	Father's emotional resources, social-emotional and behavioral resources	Father's emotional resources had a strong influence on their children's social-emotional and behavioral resources.

Year	Authors	Variables	Findings
2011	Deepshika and Bhanot	role of the family environment, socio-emotional adjustment	cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization, and control significantly depend on the socio-emotional and educational adjustment of adolescent girls.
2008	Satapathy	Academic performance, social-emotional adjustments	Academic performance has a significant positive correlation with social-emotional adjustments of both hearing impaired and normal students.
2001	Murray and Greenberg	Disabilities, social and emotional adjustment	Students with and without disabilities were associated with social and emotional adjustment
1991	Dinsman and Bernardino	social/emotional problems, hearing loss.	Hard-of-hearing children have lower socio-emotional adjustment than deaf children.
1986	Berg, Blair, Viehweg and Vlotman	Socio-psychological problems,	Hearing-impaired children studying at regular schools have more socio-emotional problems than hearing-impaired children studying at special schools.
1978	Brown	Qualitative study	The main suggestions presented in the study for ensuring the socio-emotional adjustment of its students are 1) Counselling for parents of hearing-impaired children 2) Availability of deaf models 3) Ample opportunity for interacting with hearing persons d) Counselling sessions provided to hearing impaired children.

Studies Related to Level of Aspiration

Lindsay et al.(2021) tried to explore the career aspirations and workplace expectations of youths with physical disabilities. The sample consists of 44 youths

with physical disabilities. A qualitative, content analysis approach was applied in this study. Occupational constraints include transportation, attitudes and discrimination, the physicality of work and self-care, communication skills, and finding work or volunteer positions. Workplace expectations include disability disclosure and requesting accommodations, and a respectful environment. This study highlighted youths with physical disabilities had diverse career aspirations that are shaped by various occupational capacities and constraints.

Tripathi and Singh (2018) investigated occupational aspiration and self-concept of hearing impaired children in Uttar Pradesh. Purposive sampling of 150 hearing impaired children was selected for the survey. Self-concept questionnaire and occupational aspiration Scale were used to measure the variables. The result of the study revealed that there was a significant difference between male and female children. But the occupational preference between males and females hasn't shown a significant difference. There is no significant relation between occupational aspiration and the the self-concept of male and female children.

Lenka and Kant (2016) conducted a study on the educational aspiration of special children. They are backward from the mainstream of education due to their disabilities. They have to be brought to the mainstream. For this, special circumstances are to be arranged and executed. This study looks at the visually challenged students' educational aspiration level. It focused on the importance of special schools for their development of educational aspirations. The result revealed that the average level of educational aspiration is seen in these students due to disability because they are stressed. Blind students are suffering more than students

who have partial vision. Urban and male students showed a high level of educational aspiration than rural and female students. Special schools help these kinds of students by creating a soothing environment and providing different methods and techniques in teaching.

Paliwal and Rathi (2016) conducted a study that assessed the level of Aspiration of students and also checked its impact on academic performance. Seven hundred seventeen students were taken as samples. The Level of Aspiration scale by Dr. Mahesh Bhargava and Prof. M.A. Shah was used as a statistical tool technique for analyzing the data: ANOVA and Schaffer's test of multiple comparisons. The result revealed that the level of Aspiration has no significant effect on academic performance. In the management and legal streams of education, girls show higher academic performance than boys.

Kakkar (2014) studied the relationship between academic achievement and educational Aspiration of secondary school students. The descriptive survey method was used in the study. The sample for the study comprises 100 secondary school students. An educational aspiration scale was administered to them. An educational aspiration scale by Dr. V.P. Sharma to Dr. Anuradha Gupta was administered to them. The academic achievements of the students were taken from the previous examination results. Statistics techniques such as Mean, S.D., r, and t-value were utilised for analyzing the data. The study's findings revealed a significant relationship between academic achievement and educational Aspiration of secondary school students, and the levels of educational Aspiration were different between the male and female students.

Kumar and Gupta (2014) conducted a comparative study of the level of Educational Aspiration of higher secondary school students. The sample used for the study was 400 Government and non Government higher secondary school students. Random sampling techniques were used for the study. The educational Aspiration scale by Dr. V.P. Sharma and Dr. K.M. Anuradha Gupta was used. The findings indicated a significant difference between Government and non Government higher secondary school students regarding the level of Aspiration. There was no significant difference between rural and urban secondary school students regarding the level of Aspiration.

Lei (2014) conducted research on the occupational aspiration of hearing impaired students. Based on his review gender, age, and academic achievements are correlated with occupational aspirations. Similarities and differences in occupational aspirations were observed. This was examined based on the model of social cognitive carrier theory. This survey research consists of 107 Chinese students and 67 Czech students. Independent sample t-test, Chi-square test, Pierson correlation, and Multiple linear regressions were the statistical techniques used for the study. Majority of hearing impaired students do not have a clear idea about their occupational choices. Compared to their peer group, hearing impaired students are less likely to select prestigious occupations. Their occupational aspirations are limited due to their hearing impairment. The results revealed that the occupational aspirations of Czech and Chinese students showed significant differences. Occupational aspirations of students were significantly predicted by academic achievement, self-efficacy, and perception of barriers and perceived family support.

Rajesh and Chandrasekaran (2014) tried to find out any significant difference in the level of Aspiration based on sex, locality management, and medium of instruction. Three hundred high school students were used as sample t-tests, and F-ratio was used as a statistical technique. A significant difference in the level of Aspiration was observed in sex and medium of instruction. Girls showed a higher level of Aspiration than boys, and English medium students also showed higher aspiration than Tamil Nadu students.

Dulumoni and Goswa (2013) determined the relationship between the level of Aspiration and the socio-economic status of male and female undergraduate students. The descriptive survey method was used in this study. A random sampling method was employed in selecting the samples in the study. 73 male and 75 female college students were taken as samples. Tools used in the study are the level of Aspiration measure by Dr. Mahesh Bhargava and the Late Prof. M.A. Shah. Statistical techniques such as Mean, SD, t-test, and person's correlation were used to analyze the data. The results revealed a significant correlation between the level of Aspiration and the socio-economic status of male undergraduate students, and it is much stronger than that of the relationship between the two variables of the female group. There was no significant difference between male and female undergraduate students in level of Aspiration and socio-economic status.

Pandith, Malik, and Ganai (2012) focused on the self-concept and Aspiration level among hearing impaired persons and crippled secondary school students. 150 normal and 150 physically challenged secondary school students were used as a sample. Saga and Sharma's self-concept inventory Mahesh Bhargava and M.A. Shah's

level of Aspiration tools were used. This was a descriptive study, and purposive sampling techniques were used in the study. The result of the study revealed that the level of Aspiration and Self acceptance has no significant difference in different categories of physically challenged students.

Summary of studies on the Level of Aspiration is given in Table 3.

Table 3

Summary of Studies on Level of Aspiration

Year	Authors	Variables	Findings
2021	Lindsay et al.	Career Aspirations and workplace expectations	Occupational constraints include transportation, attitudes and discrimination, physicality of work and self-care, communication skills, and finding work or volunteer positions. Workplace expectations include disability disclosure and requesting accommodations, and a respectful environment.
2018	Tripathi and Singh	Occupational aspiration and self-concept	There is no significant relation between occupational aspiration and self-concept of male and female children.
2016	Lenka and Kant	Educational aspiration	The average level of educational aspiration is seen in special students Blind students are suffering more than the students who have partial vision.
2016	Paliwal and Rathi	Level of Aspiration, academic performance	The level of Aspiration has no significant effect on academic performance
2014	Kakkar	Academic Achievement and Educational Aspiration	A significant relationship between academic achievement and educational Aspiration of secondary school students.

Year	Authors	Variables	Findings
			The levels of educational Aspiration were different between the male and female students.
2014	Kumar and Gupta	Educational Aspiration	The significant difference between Government and non Government higher secondary school students regarding the level of Aspiration.
2014	Lei	occupational aspiration	Occupational aspirations of Czech and Chinese students showed significant differences. Occupational aspirations of students were significantly predicted by academic achievement, self-efficacy, and perception of barriers and perceived family support.
2014	Rajesh and Chandrasekaran	Level of Aspiration and medium of instruction	A significant difference in the level of Aspiration was observed in sex and medium of instructions
2013	Dulumoni and Goswa	Level of Aspiration and the socio-economic status	A significant correlation between the level of Aspiration and socio-economic status of male undergraduate students, and it is much stronger than that of the relationship between the two variables of the female group.
2012	Pandith, Malik and Ganai	Self-concept and Aspiration level	Level of Aspiration and Self acceptance has no significant difference in different categories of physically challenged students.

Studies Related to Inclusive Education

Solange Afoh (2022) reviewed the relationship between inclusive education, hearing impaired students, and academic achievement. This study focused on students with mild hearing loss. Assistive materials and devices were used by these children to

evaluate their academic achievement. PubMed, ERIC, and Cinahal are the databases used for the analysis. The result was based on the devices used, test, subject, and method. The result revealed a positive academic achievement in children with hearing impairment. These students need the interconnection of resources for their academic achievement.

Nilholm (2021) conducted research on the progress of inclusive education. He discussed the issues of inclusive education. The case study includes two examples of classroom level and school level from Sweden. It is particularly suited for developing theories and the author developed a theory in this area. The investigator analyzed the inclusion of students at different levels. The case study seems to be a methodological approach well suited for the development of theories. The qualitative and quantitative data from the research helped the theoretical understanding of inclusive education.

Rani and Chandrakala (2021) compared the academic achievement of normal children and hearing impaired children at primary schools. The sample consists of 60 students and a purposive sampling technique was adopted. Their special needs have to be satisfied to bring them to the mainstream of the society. The results revealed that the academic performance of hearing impaired students was poor due to the barrier of language. A better pedagogical approach with more qualified and efficient teachers can bring out a very positive change in the development of these children. It also discussed how the right-to-education programme helps to inclusive education of children and the role of special schools in developing the psychological well-being of hearing impaired students. So these children overcome their disability by means of inclusive education.

Anglin-Jaffe (2020) conducted a qualitative study on the special schooling of the deaf. This study focused on educational opportunities, achievement, identity, and decisions about placement. The author focused present state of education and future expectations. The inclusive education system changes their culture and satisfies their needs. This practice helped them with their academic achievement and future expectation. Deaf-centric community hubs can be used to overcome their problems and release their stress.

Wezzie, Fayiah, and Gwayi (2020) focused on the challenges faced by the hearing impaired students of primary special schools in Malawi. This qualitative research used a questionnaire to collect data. The major findings of the study showed some challenges faced by the hearing impaired students such as shortage of hearing aids, the barrier of communication in the school and community, negative attitude by the community, water scarcity, lack of funds, parents' and relatives' abandonment, lack of teachers and transportation service. This study also revealed that hearing impaired students in rural areas found it very difficult to attain basic education.

Alasim (2018) observed different strategies for the participation and integration of deaf and hard-of-hearing students in the inclusive classroom. The investigator focused on different issues of students that decide the participation. The author developed a framework to assist the students in developing social and communication skills. Different factors related to general education teachers, sign language interpreters, deaf and hard-of-hearing students, and hearing students were considered. Interviews and classroom observation are used for data collection. The result revealed that deaf and hard-of-hearing students found it very difficult to

participate and interact in the general classroom and also identified some new strategies to overcome these barriers. The hearing students must be given awareness about the difficulties of the deaf students' life. The school staff must collaborate with them so that they may improve their interaction skill.

Walelign and Ayalew (2017) conducted research on the social and academic conditions of deaf children. Interviews, focus group discussions, document reviews, observations, and informal talks are used for the data collection. This qualitative analysis showed that the educational conditions of deaf children were found to be mixed. There was no significant difference between deaf and hearing peers in academic achievement. It was revealed that they could maintain a good social relationship. Unqualified teachers and lack of professional development, lack of classroom and sign language are the major problems to implement inclusive education. These needs have to be fulfilled so that they can be brought to the mainstream of inclusive education.

Desalegn and Worku (2016) reviewed the challenges of hearing impaired students in integrated classes in Ethiopia. Integrated education not only helps in academic development but also in social relations of hearing impaired students. These social benefits help the children with their psychological well-being. The absence of research centers in schools, awareness gap among staff and teachers, lack of sign language skills, and less collaboration and commitment among stakeholders to implement integration policy are the major challenges for hearing impaired students. Ethiopia designed a new policy that aimed to educate all children, especially disabled ones.

Khairuddin, Dally, and Foggett (2016) studied the perception of special education teachers in Malaysia about their general education colleagues when dealing with special needs children. The survey method was adopted for the study. Forty-eight special education teachers were included in the survey study, and eight teachers were interviewed. The findings of the study indicated that the relationship between special education teachers and mainstream teachers is good. But the collaboration for planning and implementing inclusive education was very poor. The result showed that mainstream teachers mainly focused on the academic content, not the strategy needed for special needs children. This study points out the need for the action of the Government and policymakers for the proper implementation of inclusive education.

Mitiku, Alemn, and Mengsitu (2014) assessed the challenges and opportunities in implementing inclusive education in primary schools of the North Gondar zone. The descriptive survey method was used as a research design. 16 professional teachers with special needs and 51 students with disabilities were used as a sample. Systematic random sampling techniques were used in this study. The questionnaire, structured interview, and observations were used as data-gathering techniques. The findings of the study revealed that due to a lack of awareness, commitment, and collaboration, the implementation of inclusive education still becomes a tedious task. Principals and teachers are aware of the policies declarations for special needs children. But the real hindrance occurred at the commitment and collaboration of all the NGO's teachers, stakeholders, Government, etc., so this study recommended the collaboration of stakeholders and Government to succeed in inclusive education.

Saqr and Tennan (2016) focused on the pre-service teacher's readiness for teaching. The exceptional interviews and observations were used to collect data individually, and focus group interviews using pre-service teachers' internship portfolios were analysed. It helps to understand the roles and responsibilities of the pre-service teachers. Qualitative research techniques were used for analysing the data. The study's findings showed the influence of teacher preparedness on the willingness, commitment, and setting of positive attitudes toward inclusive education of pre-service teachers. This study emphasizes the need for practicum for pre-service teachers to tackle the needs of special needs children.

Singh (2016) reviewed the concept, need, and challenges of inclusive education in India. The study focused on the role of special schools to promote an inclusive society. The major barriers to achieving this goal are poverty, gender, disability, and caste. But the Right to Education Act 2009 ensures education to all children irrespective of these variables. All students equally participate in the classroom in inclusive educational settings. Government, Parents, educators, and community leaders mainly contribute to attaining these goals. Communities must be given awareness with which the challenges in inclusive education are overcome.

Tennant (2016) focused on India's legislation for the Education of special needs children and also analyses the teacher preparation system in India. It was qualitative research that reviewed many legislations and policies that support inclusive education. Personal support Assistive technology - helps to make them independent and positive behavioural support. Active learning - video modelling general and special teachers collaborate on field experience.

Xie, Potmesil, and Peters (2014) reviewed the interaction of hearing impaired students with peers in inclusive educational settings. They discussed the challenges faced by hearing impaired students when "interacting with peers" and identify effective interventions. They reviewed more than twenty papers in this area. Social skill training programmes were very effective interventions for their social interaction and this study enlightened the basic and applied understanding of social adaptation and development of hearing impaired students. An inclusive educational setting positively influenced their interaction. It supported all learners in inclusive education and provided collaborative learning activities.

Ali, Mustapha, and Jelus (2006) determined the attitude and knowledge of school teachers on inclusive education. This study focused on the hurdles behind the implementation of inclusive education. The descriptive survey method was used in the study. Stratified random sampling techniques were used. Three hundred primary and secondary school teachers were randomly selected. The questionnaire was used to get information from teachers. Descriptive statistical techniques were used for analysing the data. The study's findings indicated that the majority of the teachers aware of inclusive education have a positive attitude towards inclusion. Negative stereotypes towards special needs children are minimized through inclusive education. The findings of the study pointed out a lack of guidelines for the implementation of inclusive education.

Summary of studies on Inclusive education is given in Table 4.

Table 4

Summary of Studies on Inclusive Education

Year	Authors	Variables	Findings
2022	Solange Afoh	Inclusive education, academic achievement	The result revealed a positive academic achievement in children with hearing impairment. These students need the interconnection of resources for their academic achievement.
2021	Nilholm	Case study	The case study seems to be a methodological approach well suited for the development of theories. The qualitative and quantitative data from the research helped the theoretical understanding of inclusive education.
2021	Rani and Chandrakala	academic achievement	The academic performance of hearing impaired students was poor due to the barrier of language. A better pedagogical approach with more qualified and efficient teachers can bring out a very positive change in the development of these children.
2020	Anglin-Jaffe	Qualitative study	The inclusive education system changes their culture and satisfies their needs. This practice helped them with their academic achievement and future expectation.
2020	Wezzie, Fayiah and Gwayi	Qualitative study	Hearing impaired students in rural areas found it very difficult to attain basic education.
2018	Alasim	Qualitative study	Deaf and hard-of-hearing students found it very difficult to participate and interact in general classroom and also identified some new strategies to overcome these barriers.
2017	Walelign and Ayalew	Qualitative study	Unqualified teachers and lack of professional development, lack of classroom and sign language are the

Year	Authors	Variables	Findings
			major problems to implement inclusive education.
2016	Desalegn and Worku	Review	The absence of research centers in school, awareness gap among staff and teachers, lack of sign language skills, and less collaboration and commitment among stakeholders to implement integration policy are the major challenges for hearing impaired students
2016	Khairuddin, Dally, and Foggett	Review	Mainstream teachers mainly focused on the academic content, not the strategy needed for special needs children.
2014	Mitiku, Alemn and Mengsitu	Qualitative study	Due to a lack of awareness, commitment, and collaboration, the implementation of inclusive education still becomes a tedious task.
2016	Saqr and Tennant	Qualitative study	The study emphasizes the need for practicum for pre-service teachers to tackle the needs of special needs children.
2016	Singh	Review	All students equally participate in the classroom in inclusive educational settings. Government, Parents, educators, and community leaders mainly contribute to attaining the goals
2016	Tennant	Qualitative study	Personal supports Assistive technology helps to make them independent and positive behavioral support.
2014	Xie, Potmesil, and Peters		Social skill training programmes were very effective interventions for the social interaction
			This study enlightened the basic and applied understanding of social adaptation and development of hearing impaired students.

Year	Authors	Variables	Findings
2006	Ali, Mustapha and Jelus	Attitude, Knowledge	The majority of the teachers aware of inclusive education have a positive attitude towards inclusion.

Conclusion

Special education is a specialized instructional system that meets the educational needs of differently-abled children. The special children are educated with normal pupils in an inclusive educational setting. In this situation, children with special needs are to be brought together and treated with normal children in the same educational conditions. It will only be beneficial to these students if the school environment is joyful and learner friendly. The method of teaching, curriculum, and instructional material must be easy to meet their diverse needs.

The hearing impaired students must be accepted and considered productive members of society by providing them access to inclusive education which is said to be the ultimate goal of it. Social integration is one of the major issues that these students face. They often fail to be accepted in society due to their hearing loss. Their poor speech acquisition due to hearing loss makes it worse. It makes them socially isolated with the feeling of an inferiority complex or lack of confidence and thus their behaviour is inversely influenced. They must be allowed to think independently and develop self-awareness so that they can improve their social and emotional competence. They must be provided opportunities to develop these elements so that they will improve these areas with problem-solving skills as any other normal child. The important two factors which play a very important role in providing these

opportunities to them are their family and society. The school environment with the involvement of the family and society can make the hearing impaired students develop the necessary changes in their overall development.

Though several studies have been executed on the self-esteem of hearing impaired students, a limited number of studies have been conducted in the area of Self acceptance of hearing impaired students at the secondary level. So the investigator had to develop a tool since a tool was not found in the review on this variable. It has been found studies have been done on the Level of Aspiration and also in the Self acceptance of students. But very few have been done on the Self acceptance and socio-emotional adjustment of hearing impaired students in relation to the Level of Aspiration.

Social adjustment is interlinked with emotional adjustment. Emotional adjustment is the harmonization between thoughts, emotions, feelings, and behaviour and in this way, an individual performs healthier in every field of life (Omranian et al.,2015). Several studies tried to explore the area of socio-emotional adjustment but only a few of them have focused particularly on these variables in hearing impaired students. Catherine Ann Westwood (1976) found that students with a low level of Self acceptance showed suicidal tendencies. Depression was positively associated with low Self acceptance according to Flett, Besser, and Davis(2003). (Kusuma,2013) revealed that girls showed less Self acceptance than boys. Illiterate street children have low Self acceptance than literate street children. Bhuvaneswari and Immanuel (2013) revealed that anxiety, frustration, aggression, and adjustment are significantly correlated. Poor adjustment leads to anxiety, frustration, and aggression among

hearing-impaired students. It is seen that in the study of Berg, Blair Vichweg, and Wilson Vlotman (1986), hearing-impaired children studying at regular schools have more socio-emotional problems than hearing-impaired children studying at special schools. Dilshad, Noreen &Tanvir (2016) indicated no significant difference in social-emotional adjustment of primary and secondary-level students and gender. But a significant difference was observed in emotional adjustments regarding gender. Gul (2015) indicated that a positive and significant relationship exists between the socio-emotional and academic achievement of girls. Children with low socio-emotional adjustments are highly aggressive toward their peers Gulay &Onder (2013). A significant difference was found in the economic challenges and social level of individuals based on gender, age, and qualification Ziadat (2020).

A student may develop aspirations in his early years of life. Thus he follows it and may develop it into his educational and career aspiration. If he sticks to it, he may decide his studies as per his aspiration demands how should it be. Thus it forms a pathway to his learning. He may work hard if he has got such a pathway. This attitude affects him very positively to nurture his ability to learn which leads him to a feeling of satisfaction. A significant difference in the Level of Aspiration was observed in sex and medium of instruction (Rajesh and Chandrasekaran, 2014). Level of Aspiration has no significant effect on academic performance (Paliwal and Rathi, 2016). Tripathi and Singh (2018) revealed that there was a significant difference in occupational aspiration between male and female children.

The Investigator reviewed hundreds of studies including foreign and Indian authors but only the relevant reviews are presented here. A good review of the

literature and related studies leads to a proper way for the research work. The nature of the variable and its components are well understood from the literature review. It helps the investigator in developing further research. Problems of hearing impaired students were analyzed in a number of research works. But it is the first time that these three variables; Self acceptanceand Socio-emotional Adjustment and Level of Aspiration have been studied in the educational context of hearing impaired secondary school students studying in inclusive and special schools.

CHAPTER 3
METHODOLOGY

- Variables of the Study

- Method of the Study

- Tools Used for the Study

- Sample Selected for the Study

- Data Collection Procedure

- Scoring and Consolidation of Data

- Statistical Techniques Used for Data Analysis

The methodology is a procedure or technique adopted in the research study. For every piece of research work, the methodology of investigation has vital importance. The success of any research depends largely upon the selection of the methods, tools, and, techniques the researcher follows to gather adequate data.

The selection of the research method to be used at the most important in the research process. It refers to the general strategy followed in collecting and analyzing data.

In this chapter, the investigator gives an outline of the entire research plan which was aimed at. The methodology of investigation is presented in the following subsections.

Variables of the study

Method of the Study

Tools Used for the Study

Sample Selected for the Study

Data Collection procedure

Scoring and consolidation of data

Statistical techniques used for data analysis

Variables of the Study

For the present study, Self acceptance and Socio-emotional Adjustment were the independent variables and Level of Aspiration was the dependent variable. Detailed descriptions are given in the following headings.

Independent variables

Self acceptance and Socio-emotional Adjustment were the independent variables selected for the study

Self acceptance

According to Shepard (1979), Self acceptance refers to an individual's satisfaction or happiness with himself and is thought to be necessary for good mental health. Self acceptance involves self-understanding, a realistic, subjective, awareness of one's strengths and weaknesses. It results in an individual's feeling about himself that he is of unique worth.

In the present study, Self acceptance means a sense of self-worth, nonjudgment, Tolerance, and willingness by accepting and understanding one's interests, needs, and abilities.

Socio-emotional Adjustment

Adjustment is defined as the behaviour process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environment (Encyclopaedia of Britannica).

Socio-emotional Adjustment refers to how well an individual obeys social norms, beliefs, and self-values, and at the same time, it refers to the degree to which an individual is able to channel his motions into adaptive patterns determined by the demands of his environment (Hurlock 1956).

In the present study socio Adjustment indicates how well an individual adjusts to home, school, community, and social norms.

Emotional Adjustment - It refers to how well an individual controls his emotions when facing a stressful situation.

Dependent variable

The level of Aspiration was selected as the dependent variable

Level of Aspiration

In the words of Hurlock (1967) aspiration means, "a longing for what is above one's achieved level with advancement on its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him and in which he is ego-involved".

According to Boyd (1952), "Level of aspiration means an individual's ambition in a dynamic situation, it is an individual's goal or expectation in regard to the goodness of his own future to a given task."

According to Good (1957), 'Level of aspiration is the level of performance or the good that a person (or a group) desires or hopes to reach in a specified activity."

In the present study Level of Aspiration refers to the degree to which an individual intends to perform in personal, educational, vocational, and social with reference to personal and environmental factors.

Method Adopted for the Study

In the present study, the investigator adopted the survey method.

In the present study, the investigator attempted to collect data regarding the Self acceptance Socio-emotional Adjustment, and Level of Aspiration of high school students studying in Special schools and inclusive schools of Kerala.

Tools Used for the Study

For the purpose of collecting data related to the present study, the following tools were employed.

1.   Self acceptance Scale (Bincy & Meera, 2017)

2.   Socio-emotional Adjustment Scale (Bincy & Meera, 2017)

3.   Level of Aspiration Scale (Bincy & Meera, 2017)

For preparing the tools, the investigator examined the literature related to Hearing Impaired students and made discussions with experts in the field of Psychology and Special education so as to get an idea about the behaviour of Hearing Impaired students.

Besides, the investigator visited some schools for the Hearing Impaired and observed the students in their classrooms. Head master/mistresses and teachers of special schools for the hearing impaired were consulted to obtain relevant information

about the curriculum, method of teaching, learning process, group activities, and functions conducted by the school. The investigator also discussed the social and psychological problems of the Hearing Impaired students with them.

Description of the Tools

Self Acceptance Scale

Williams and Lynn (2010) investigated the characteristics and results of acceptance. The importance of acceptance is explained by them in terms of five mental states: non-attachment, non-avoidance, non-judgment, tolerance, and willingness. Therefore, Self acceptance would be the absence of self-judgment.

According to Berger (1952), Self acceptance entails a variety of closely connected qualities. These included: • Relying only on one's morals and principles, Having faith in one's ability to handle life; accepting responsibility for one's actions; accepting criticism and praise without bias; not denying or exaggerating one's feelings, motives, abilities, or limitations; considering oneself a person of worth and equal to others; not anticipating unjustified rejection from others; and not viewing oneself as different from others, Avoiding shyness or self-consciousness

Ryff (1989) created a multifaceted model of well-being and the six dimensions of this model are a positive assessment of one's self and one's past life (Self Acceptance), a sense of ongoing personal growth and development (Personal Growth), the conviction that one's life has meaning and purpose (Purpose of Life), the possession of quality relationships with others (Positive Relationships), the ability to manage one's life and the environment (Environmental Mastery), and a sense of self-

determination (Autonomy). Self Acceptance was therefore considered a major contributing factor of well-being.

The following components were selected for Self acceptance by reviewing Kakkar's Self acceptance inventory (1984), Ryff's Model of Psychological Well-being-participants (Ryff, 1989), Berger (1952), Ellis (2001),Williams and Lynn (2010).

The components selected for the tool are given below.

- Self-worth

- Nonjudgement

- Tolerance

- Willingness

Self-worth. Self-worth means having a favourable opinion or positive attitude towards oneself. A high level of Self-worth is essential for accepting ourselves wholeheartedly despite our weaknesses, flaws, or limitations. Self-worth is defined as favourable estimate or opinion of oneself.

Physical appearance, parental possessions, income, and own values all are included in Self-worth.

Webster's dictionary defines Self-worth as "the sense of one's value or worth as a person"

Eg. I am very happy with my outward beauty

Nonjudgment. When an individual is Nonjudgmental who unconditionally accepts their emotions and doesn't judge themselves for having those emotions. When we judge these emotions, we only suppress and repress them, making them more difficult.

The ability to accept our emotions and not make negative judgments about ourselves or our feelings prevents emerging a lot of excess negative emotions. Nonjudgmental doesn't mean that we never make judgments. It's human nature to evaluate things and determine whether they are positive, negative, or neutral. When we hold these judgments, it will adversely affect on well-being.

Nonjudgment is the ability to realize that these experiences are just happening and have nothing to do anything with us. They are neither good nor bad, they are just happening and they will pass. We have to experience sensations as they arise without labeling them as good or bad, right or wrong. The idea of a Nonjudgmental attitude is one of the building blocks of humanistic psychotherapy founded by Carl Rogers. Being non-judgmental refers to an open-minded approach to others, respect for their opinion and actions, and an appreciation of their true selves. Nonjudgment does not mean that we fully agree with the opinion and values of others rather let the situation happen.

Never running away from the experience whether it is good or bad or right or wrong until no physical threat is present. It involves actively processing the stimuli, according to its nature rather than evaluating them.

Eg. I accept everything that happens in my life with the same mindset

Tolerance. Tolerance is an ability to endure hardships and emotional distress - to be able to remain present and aware even when stimuli are frustrating or undesirable. It is an ability to withstand the moment whether it is pleasant or unpleasant. Tolerant individuals have the patience to listen to the opinions or practices of others. Feels positive about the past, accepts the good and bad life qualities.

Eg. I never give up hope when I experience difficulties in life.

Willingness. Exercising a choice to have an experience. Willingness is a desire within oneself to acquire new things and develop knowledge. Willingness is determined by the psychological state of an individual where students have an ambition to try new things, openness to experience, accept successes and errors in the same sense, and question after the performance.

I am ready to accept responsibility for my failures,

Preparation of Self Acceptance SCALE

The investigator with the help of supervising teacher constructed Self acceptance Scale as the tool. The scale consists of positive and negative statements which are constructed based on selected components.

Details of the dimension-wise distribution of the Self acceptance scale are given below.

Table 5

Dimension Wise Distribution of Items of Self acceptance Scale

Sl. No.	Dimensions	Items
1.	Self-worth	1,2,3,4,5,6,7,8,9,10,11,14.
2.	Nonjudgment	12,13,16,17,18,19,20,21,22,23,24,25,26,27,28,30.
3.	Tolerance	31,32,33,34,35,36,37,38,39,40,41,42.
4.	Willingness	15,29,43,44,45,46,47,48,49,50,51,52,53,54.

Try Out of Draft Scale

Try out of draft scale was done in order to select valid statements for the final scale. The draft scale was administered to a sample of 100 hearing impaired Students from Kozhikode and Wayanad Districts. The investigator had to explain the meaning of some of the statements to them with the help of special education teachers through a total communication method. They were requested to choose any one of the three responses relating to each item as - Agree (A), Undecided(U), and Disagree (D)

Scoring of the Scale

The items were modified after careful scrutiny is done on the basis of the expert's opinion with regard to the items of scope and significance of the subject. The Self acceptance scale was prepared as a three-point scale of Agree, undecided, and Disagree. The score is 3-2-1 for positive statements and 1-2-3 for negative statements. The draft scale consists of 54 statements including 23 positive statements and 31 negative statements.

Try out the Scale for Item Analysis

It is a process of selecting and rejecting items on the basis of the 't' value. To find out the *t* value, the investigator collected data from 100 secondary school students Then their scores were arranged in rank order, and the top scoring was 27 percent taken as the higher group upper group and 27% low scoring students got low scores were taken as the lower group. Then the response of each student in the higher group to the first item is scored and the mean score is calculated. The same procedure is repeated in the lower group also. Likewise, the investigator calculated the mean scores of 54 items. The *t* value is calculated by using formula.

Final Draft

The first draft of the Self acceptance Scale contains 54 items. These were constructed on the basis of dimensions. The final draft of the Self acceptance scale contains 45 items including 21 positive statements and 24 negative statements.

The important aspects considered for sample selection for this study are described below.

Table 6

Selection of the Item for the Final Self acceptance Scale

Sl. No.	t value	Type of item	Item Selected/Rejected
1	2.990	Positive	Selected
2	2.850	Negative	Selected
3	3.136	Negative	Selected
4	1.754	Negative	Rejected
5	2.196	Negative	Selected
6	3.768	Negative	Selected

Sl. No.	t value	Type of item	Item Selected/Rejected
7	0.023	Negative	Rejected
8	2.087	Negative	Selected
9	3.338	Positive	Selected
10	0.515	Negative	Rejected
11	3.865	Negative	Selected
12	3.563	Negative	Selected
13	0.586	Negative	Rejected
14	2.990	Positive	Selected
15	2.699	Negative	Selected
16	3.035	Negative	Selected
17	1.659	Negative	Rejected
18	3.075	Positive	Selected
19	2.126	Negative	Selected
20	2.658	Negative	Selected
21	2.352	Negative	Selected
22	2.218	Positive	Selected
23	1.897	Negative	Rejected
24	2.267	Positive	Selected
25	4.727	Negative	Selected
26	3.642	Negative	Selected
27	2.575	Positive	Selected
28	0.287	Positive	Rejected
29	4.368	Negative	Selected
30	2.612	Positive	Selected
31	2.560	Negative	Selected
32	3.691	Negative	Selected
33	2.504	Positive	Selected
34	2.933	Positive	Selected
35	2.533	Positive	Selected
36	2.040	Negative	Selected
37	4.173	Negative	Selected

Sl. No.	t value	Type of item	Item Selected/Rejected
38	1.077	Positive	Rejected
39	2.237	Positive	Selected
40	3.719	Positive	Selected
41	2.806	Positive	Selected
42	3.486	Negative	Selected
43	3.718	Positive	Selected
44	3.740	Positive	Selected
45	4.874	Positive	Selected
46	2.736	Negative	Selected
47	3.253	Positive	Selected
48	2.811	Negative	Selected
49	3.246	Negative	Selected
50	3.484	Negative	Selected
51	2.188	Positive	Selected
52	3.523	Positive	Selected
53	2.416	Positive	Selected
54	1.742	Positive	Rejected

Validity of the Scale

The validity of the scale is the quality that enables it to measure what is supposed to measure. Here face validity was used for establishing validity. The prepared scale was distributed to experts and teachers for their suggestions, comments, and reactions regarding the format and language. Some of the items were restructured as per the suggestions given by experts and they were satisfied with the format of the items. Thus the face validity of the tool is established.

Reliability

Test-Retest Method

The test-retest method was used to ensure the reliability of the scale with an interval of three weeks. The test re-test was administered to 50 hearing impaired high school students. Scores obtained in the two scores were correlated by Pearson's Product moment coefficient of correlation method. It was found to be 0.82, which indicates that the scale is reliable.

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Socio-emotional Adjustment Scale

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The Socio-emotional Adjustment Scale was developed and standardized by the investigator with the help of supervising teacher.

Planning

The following dimensions were selected for Socio-emotional Adjustment.

• Social Adjustment

• Emotional Adjustment

Social Adjustment

Schneiders (2010) stated, " Social adjustment signifies the capacity to react effectively and completely to social realities, situations, and relations so that the requirements for a social living are fulfilled in an acceptable and satisfactory manner."

In the present study social Adjustment indicates how well an individual adjusts to home, school, community, and social norms. The relationship skills and social

awareness related to these social structure are taken as the dimensions of Social Adjustment, which are detailed below.

➤ **Social awareness**- Being able to take the perspective of and empathise with others, recognizing and appreciating individual and group similarities and differences; recognizing and making the best use of community resources, and accurate identification and understanding rules, standards, and norms accepted by the society.

Eg. I don't care about my friend's problems

➤ **Relationship skills**- establishing and maintaining healthy and rewarding relationships based on cooperation, resisting inappropriate social pressure, preventing managing, and resolving interpersonal conflict, and seeking help when needed. It includes effective use of basic skills like convenient modes of communication, healthy handling of relationships, and getting interested in others. The interaction of the child with community, warm relationship with others, and mutual respect.

Eg. I am to make new friends very quickly

Emotional Adjustment

Emotional adjustment involves "the personal acceptance of circumstances, which may include adapting one's attitudes and emotions accordingly", (APA Dictionary of Psychology, n.d.).

Reviewing available literature and theories on emotional adjustment, the investigator described Emotional adjustment as

➢ Maintain emotional stability to both internal and external stresses- regulating one's emotions to handle stress, controlling impulses, and persevering in addressing challenges.

➢ The ability of a person to modify the attitude and emotional expression concerning circumstances.- That is express proper emotion in any situation in a proper manner.

It refers to how intensely we experience and express emotions, both positive and negative. The investigator considered the Positive and negative emotions such as Shame, Jealousy, Anxiety, Guilt, Joy, Compassion, Affection, and Fear for the preparation of the tool

Eg.: I have constant nightmares in my sleep

Preparation of Socio-emotional Adjustment Scale

The investigator with the help of supervising teacher constructed a Socio-emotional Adjustment Scale as the tool. The scale consists of positive and negative statements which are constructed on the basis of selected components.

Details of the dimension-wise distribution of the Socio-emotional Adjustment scale are given below.

Table 7

Dimension Wise Distribution of Items of Socio-emotional Adjustment Scale

Sl. No.	Dimensions	Items
1.	Social Adjustment	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 27, 28
2.	Emotional Adjustment	29, 30, 31, 32, 33, 34, 35, 36, 37,38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57,58,59,60,61,62,63,64,65,66.

Try out of draft scale

Try out of draft scale was done in order to select valid statements for the final scale. The draft scale was administered to a sample of 100 special school Students in the Kozhikode and Wayanad Districts. The investigator had to explain the meaning of some of the statements to them with the help of special education teachers through a total communication method. They were requested to choose any one of the five responses relating to each item - Agree (A), Undecided (U), and Disagree (D)

Scoring of the scale

The items were modified after careful scrutiny was done on the basis of experts' opinions with regard to the items of scope and significance of the subject. Socio-emotional Adjustment scale was prepared on a three-point scale as Agree, undecided, and Disagree. The score is 3-2-1 for positive statements and 1-2-3 for negative statements. The draft scale consists of 66 statements including 21 positive statements and 45 negative statements.

Try out the test for Item Analysis

It is a process of selecting and rejecting items on the basis of the 't' value. To find out the 't' values, the investigator collected data from 100 secondary school students. Then their scores were arranged in rank order and the top scoring of 27 percent was taken as the first item is scored and the mean score is calculated. The same procedure is repeated in the lower group also. Likewise, the investigator calculated the mean scores of 68 items. The t value is calculated by using formula.

Selection of the item for the final test

Final Draft

The first draft of the Socio-emotional Adjustment Scale contains 66 items. These were constructed on the basis of the dimensions as Social adjustment and Emotional Adjustment. The final draft of the Socio-emotional Adjustments contains 54 items including 20 positive statements and 34 negative statements.

Table 8

Selection of the item for the final Socio-emotional Adjustment Scale

Sl. No.	t value	Type of item	Item selected/ rejected
1	2.35	Negative	Selected
2	1.35	Negative	Rejected
3	3.32	Positive	Selected
4	0.56	Negative	Rejected
5	2.26	Positive	Selected
6	4.24	Negative	Selected
7	2.78	Negative	Selected
8	3.67	Negative	Selected
9	2.48	Positive	Selected

Sl. No.	t value	Type of item	Item selected/ rejected
10	2.93	Positive	Selected
11	3.74	Positive	Selected
12	0.53	Positive	Rejected
13	2.69	Positive	Selected
14	4.53	Positive	Selected
15	2.83	Negative	Selected
16	2.74	Positive	Selected
17	3.24	Negative	Selected
18	2.68	Negative	Selected
19	2.43	Positive	Selected
20	3.45	Negative	Selected
21	3.65	Negative	Selected
22	4.78	Negative	Selected
23	2.47	Positive	Selected
24	2.62	Positive	Selected
25	0.65	Negative	Rejected
26	2.25	Negative	Selected
27	4.24	Positive	Selected
28	2.32	Negative	Selected
29	3.13	Positive	Selected
30	2.95	Positive	Selected
31	3.27	Positive	Selected
32	4.82	Negative	Selected
33	1.24	Positive	Rejected
34	2.05	Positive	Selected
35	2.84	Negative	Selected
36	0.92	Negative	Rejected
37	3.94	Positive	Selected
38	1.09	Negative	Rejected
39	3.85	Positive	Selected
40	2.98	Negative	Selected

Sl. No.	t value	Type of item	Item selected/ rejected
41	2.37	Negative	Selected
42	4.93	Negative	Selected
43	3.94	Positive	Selected
44	2.45	Negative	Selected
45	3.16	Negative	Selected
46	2.65	Positive	Selected
47	2.54	Negative	Selected
48	1.65	Positive	Rejected
49	1.95	Positive	Selected
50	2.95	Negative	Selected
51	3.54	Negative	Selected
52	2.62	Positive	Selected
53	2.74	Negative	Selected
54	2.57	Negative	Selected
55	2.94	Positive	Selected
56	0.38	Negative	Rejected
57	1.75	Positive	Rejected
58	3.52	Positive	Selected
59	2.63	Negative	Selected
60	1.28	Positive	Rejected
61	3.27	Negative	Selected
62	2.73	Positive	Selected
63	4.89	Negative	Selected
64	3.13	Positive	Selected
65	2.46	Positive	Selected
66	0.68	Positive	Rejected

Validity of the Scale

The validity of the scale is the quality that enables it to measure what is supposed to measure. Here face validity was used to establish validity. The prepared

scale was distributed to experts and teachers for their suggestions, comments, and reactions regarding the format and language. Some of the items were restructured as per the suggestions given by experts and they were satisfied with the format of the items. So it was decided that the scale has proper face validity.

Reliability

Test-Retest Method

The test-retest method was used to ensure the reliability of the scale with an interval of three weeks. The test re-test was administered on 50 hearing impaired high school students. Scores obtained in the two tests were correlated by Pearson's Product moment coefficient of correlation method. It was found to be 0.76, which indicates that the scale is reliable

Level of Aspiration

The Level of Aspiration Scale used in the study was developed and standardized by the investigator with the help of supervising teacher.

Planning

The Level of Aspiration Scale

Reviewing available literature and theories on Level of Aspiration, the investigator created the following dimensions. The dimensions of Level of Aspiration are

- Personal aspiration
- Educational Aspiration

- Career Aspiration

- Social Aspiration

Aspiration is usually influenced by two types of factors. Environmental and personal. Environmental factors include determinants like parental ambitions, social expectations, peer pressure, social value, competition, group cohesiveness, etc. Personal factors include determinants like wishes, personality, past experiences, values, interests, sex, socio economic background, racial background, etc.

According to Bohon et al. (2006), aspirations "represent idealistic preferences for the future, so to some extent [they] may reflect students' recognition of the social and economic importance of higher education rather than their personal desire to attend."

Personal Aspiration. Personal aspirations include beliefs and personal ethical standards together with physical attributes like attractiveness, fashion, and physique. It also includes goals for one's financial situation, wealth, influence, assets, way of life, eating habits, daily expenses, charitable giving, and other things.

Eg. I try to own anything I like

Educational Aspiration. Educational aspiration focuses on the desire to achieve the objectives or to succeed in particular educational sectors. It represents a person's ambition or aspiration to obtain a high degree of education; it is a somewhat abstract, idealistic aim (Bohon et al. 2006; Reynolds and Pemberton 2001; Trusty 2002).

Educational aspiration is the orientation towards future education and or learning. Educational aspiration of adolescents meant the educational goals they set for themselves. It encourages and acts as an energizer to achieve their educational goals in the future.

Eg. I try to be first in my class

Career Aspiration. O'Brien (2007), defined Career aspiration as an individual's desired or intended occupational goals."

Under ideal circumstances, a person's career aspirations express their orientation towards a chosen vocation objective. Simply said, a person's career aspirations reveal information about their interests and expectations that are out of touch with reality (Hellenga, Aber & Rhodes, 2002; Joseph, 2009).

A person's preferred career or career goal is referred to as their aspiration. In other words, the desire to pursue a specific profession is what is meant by vocational aspiration. There are only a few different types of career aspirations that people can have (Geek, 2009)

Career aspiration is a professional path that one aspires to take and maintain. It requires an accurate view of capability, possibility, and source of inspiration. children with high career aspirations have sincere effort to learn new skills, positive attitudes, motivation, and internal needs. career aspirations are determined by a person's norms, values, and beliefs. In most cases, it is influenced by their family, education, social networks, peer groups, etc.

Eg. I have to read and understand the job opportunities that come in newspapers and other periodicals

Social Aspiration. As a member of society one might have a definite aspiration view upon the social life. It means social involvement, social understanding, believing and absorbing social values, keeping away from social evils, imitating and respecting elders and heroes, etc. Everyone builds their personality not merely with hereditary qualities but also with environmental factors.

Eg. My desire is to work for the community in the future

Preparation of Level of Aspiration Scale

The investigator with the help of supervising teacher constructed the Level of aspiration as the tool. The scale consists of positive and negative statements which are constructed on the basis of selected components.

Details of the dimension-wise distribution of the Level of aspiration scale are given below.

Table 9

Dimension Wise Distribution of Items of Level of Aspiration Scale

Sl. No.	Dimensions	Items
1.	Personal Aspiration	1,2,3,4,5,7,8,9,37,38,42
2.	Educational Aspiration	10,11,12,13,14,15,16,17,18,27, 39,40,44,46,50.
3.	Career aspiration	6,19,21,23,24,25,26,34,36,43,47.
4.	Social aspiration	20,22,28,29,30,31,32,33,35,41,45,48,49

Try out of draft scale

Try out of draft scale was done in order to select valid statements for the final scale. The draft scale was administered to a sample of 100 Hearing impaired Students from Kozhikode and Wayanad Districts. The investigator had to explain the meaning of some of the statements to them with the help of special education teachers through a total communication method. They were requested to choose any one of the five responses relating to each item - Agree (A), Undecided(U), and Disagree (D)

Scoring of the scale

The items were modified after careful scrutiny was done on the basis of the expert's opinion with regard to the items of scope and significance of the subject. The Self acceptance scale was prepared as a three-point scale of Agree, undecided, and Disagree. The score is 3-2-1 for positive statements and 1-2-3 for negative statements. The first draft scale consists of 50 statements including 41 positive statements and 9 negative statements.

Try out the Scale for Item Analysis

It is a process of selecting and rejecting items on the basis of 't' value. To find out the 't' value, the investigator collected data from 100 secondary school students. The scores were arranged in rank order and top-scoring school students. Then their scores were arranged in rank order and the top scoring 27 percent was taken as the higher group upper group and 27% low scoring students who got low scores were taken as the lower group. Then the response of each student in the higher group to the first item is scored and the mean score is calculated. The same procedure is repeated

in the lower group also. Likewise, the investigator calculated the mean scores of 50 items. The 't' value is calculated by using the formula.

Final Draft

The first draft of the Level of Aspiration Scale contains 50 items. These were constructed on the basis of dimensions such as Personal, Educational, Career, and Social aspirations. The final draft of the Level of Aspiration contains 36 items including 32 positive statements and 4 negative statements.

Table 10

Selection of the item for the final Level of Aspiration Scale

Sl. No.	t value	Type of item	Item Selected/ Rejected
1	2.234	Positive	Selected
2	3.484	Positive	Selected
3	1.591	Negative	Rejected
4	4.924	Positive	Selected
5	2.125	Positive	Selected
6	1.985	Positive	Selected
7	2.942	Negative	Selected
8	3.188	Positive	Selected
9	1.523	Negative	Rejected
10	3.343	Negative	Selected
11	0.954	Negative	Rejected
12	3.231	Negative	Selected
13	3.194	Positive	Selected
14	2.312	Negative	Selected
15	1.367	Positive	Rejected
16	1.443	Negative	Rejected
17	1.234	Positive	Rejected
18	2.124	Negative	Selected
19	2.135	Negative	Selected

Sl. No.	t value	Type of item	Item Selected/ Rejected
20	1.283	Positive	Rejected
21	1.127	Positive	Rejected
22	3.432	Positive	Selected
23	2.536	Negative	Selected
24	2.673	Positive	Selected
25	2.954	Positive	Selected
26	2.654	Positive	Selected
27	3.432	Positive	Selected
28	2.845	Positive	Selected
29	3.345	Negative	Selected
30	2.132	Negative	Selected
31	3.589	Negative	Selected
32	0.125	Positive	Rejected
33	1.453	Negative	Rejected
34	2.634	Positive	Selected
35	0.127	Negative	Rejected
36	3.543	Negative	Selected
37	4.356	Positive	Selected
38	2.345	Negative	Selected
39	3.124	Negative	Selected
40	0.691	Positive	Rejected
41	2.504	Positive	Selected
42	2.933	Negative	Selected
43	3.533	Negative	Selected
44	2.040	Positive	Selected
45	0.173	Negative	Rejected
46	3.077	Positive	Selected
47	1.237	Positive	Rejected
48	3.719	Negative	Selected
49	2.806	Positive	Selected
50	3.486	Negative	Selected

Validity of the Scale

Here face validity was used for establishing validity. The prepared scale was distributed to experts and teachers for their suggestions, comments, and reactions regarding the format and language. Some of the items were restructured as per the suggestions given by experts and they were satisfied with the format of the items. So it was decided that the scale has proper face validity.

Reliability

Test-Retest Method

The test retest method was used to ensure the reliability of the scale with an interval of three weeks. The test re-test was administered to 50 hearing impaired high school students. Scores obtained in the two scores were correlated by Pearson's Product moment coefficient of correlation method. It was found to be 0.79, which indicates that the scale is reliable.

Sample Selected for the Study

Since the present study analyses the Self acceptance, Socio-emotional Adjustment, and Level of aspirations of hearing impaired secondary school students in Kerala, the population for the study constitutes all the students studying at the secondary level in various Special schools and Inclusive schools in Kerala.

The investigator selected 158 Hearing Impaired students studying in the 8th, 9th, and 10th classes of Ten Special schools and 120 Hearing Impaired students studying in the 8th, 9th, and 10th classes of Inclusive schools for the present study.

Sampling Technique

A stratified random sampling technique was used in the study. Due representation was given to the type of school settings (Inclusive and Special and gender while selecting the sample)

The Survey was carried out in seven revenue districts of Kerala, viz Thiruvananthapuram, Ernakulam, Thrissur, Malappuram, Wayanad, Kozhikode and Kannur.

The break-up of the sample of high schools (Inclusive and Special schools) included in the study and the number of Hearing Impaired students selected from each of the schools is given in Table

Table 11

List of Selected Special Schools

Sl. No.	Name of the Schools	No. of students selected
1.	Government Vocational Higher Secondary School for the Deaf, D P I Junction, Thiruvananthapuram	12
2.	St.Clare Oral Higher Secondary School For The Deaf. Manickamangalam, Ernakulam	10
3.	G.V.H. S. S. for Deaf Kunnamkulam, Trissur	14
4.	Asha Bhavan HSS For The Deaf, Trissur	11
5.	Ma'din School for Hearing Impaired, Malappuram	10
6.	St.Rossello's higher secondary School for Speech and Hearing, Poomala, Sulthan Bathery Wayanad.	17
7.	Wayanad Orphanage School for the blind and deaf, Muttil, Wayanad	15
8.	Calicut HSS for the Handicapped, Nallalam, Kozhikode.	17

Sl. No.	Name of the Schools	No. of students selected
9.	Rahmania Vocational Higher Secondary School for the Handicapped, Kozhikode.	15
10.	Karuna Speech & Hearing H S S ,Eranhipalam, Kozhikode	20
11.	Don Bosco Speech & Hearing HSS Karakundu ,Kannur	17
	Total	**158**

Break-Up of the Sample on the Basis of Gender

The sample selected for the present study included 85 boys and 73 girls. The district wise breakup of the sample on the basis of gender is given in table 12

Table 12

District-Wise Breakup of the Sample on the Basis of Gender

Sl. No.	District	Number of Students selected		Total
		Boys	**Girls**	
1.	Thiruvananthapuram	8	4	12
2.	Ernakulam	6	4	10
3.	Thrissur	14	11	25
4.	Malappuram	6	4	10
5.	Wayanad	18	14	32
6.	Kozhikode	23	29	52
7.	Kannur	10	7	17
	Total	85	73	158

The break-up of the sample of Inclusive Schools included in the study and the number of hearing impaired students selected from each of the schools is given in Table 13

Table 13

List of Selected Inclusive Schools

Sl. No.	Name of the schools	Number of students
1.	GHSS, Palayamkunnu, Thiruvananthapuram	4
2.	GMHSS,Varkala, Thiruvananthapuram	5
3.	Govt. Boys HSS Pettah, Thiruvananthapuram	3
4.	Govt. Girls HSS, Pattom, Thiruvananthapuram	4
5.	GHSS Kuttamassery, Ernakulam	4
6.	GHSS South Vazhakkulam, Ernakulam	3
7.	H. M. T. Educational Society H. S. Kalamassery, Ernakulam	2
8.	GHSS Nochira, Ernakulam	3
9.	MAHS Kakkanad,Ernakulam	3
10.	Sree Durga Vilasam HSS, Peramangalam, Thrissur.	3
11.	Govt. Model HSS for Boys, Thrissur	4
12.	Sree Ramakrishna Gurukula Vidyamandir Higher Secondary School in Puranattukara	3
13.	GHSS Pervallor, Malappuram	3
14.	Swami Guruvarananda Memorial GHSS, Kolathur, Kozhikode	3
15.	CMM HSS, Thalakulathur, Kozhikode	9
16.	GVHSS,Payyanakkal, Kozhikode	3
17.	GVHSS Cheruvannur, Kozhikode	2
18.	Nanminda HSS,Chelannur, Kozhikode	3
19.	Govt. Ganapath Boys High School, Kozhikode	5
20.	GHSS Perikallor, Kozhikode	10
21.	GHSS Meenangadi, Wayanad	5
22.	GHSS Anapara, Wayanad	8

Sl. No.	Name of the schools	Number of students
23.	GHSS Vaduvamchal, Wayanad	5
24.	CHM Higher Secondary school Elayavoor, Kannur	5
25.	NAM HSS ,Chockli, Kannur	9
26.	Deenul Islam Sabha Girls Higher Secondary School, Kannur	4
	Total	120

Break-Up of the Sample on the Basis of Gender

The sample selected for the present study included 68 boys and 52 girls. The district-wise breakup of the sample on the basis of gender is given in the following table

Table 14

District Wise Breakup of the Sample on the Basis of Gender

Sl. No.	District	Number of Students selected		Total
		Boys	**Girls**	
1.	Thiruvananthapuram	10	7	17
2.	Ernakulam	8	7	15
3.	Thrissur	6	4	10
4.	Malappuram	5	5	10
5.	Wayanad	14	11	25
6.	Kozhikode	15	10	25
7.	Kannur	10	8	18
	Total	68	52	120

Statistical Techniques

The present study being quantitative in nature, both descriptive and inferential statistics were used for analysing the data in order to reach valid generalizable conclusions. The statistical techniques used in the present study are described below.

Preliminary Analysis

The preliminary analysis was done to determine the nature of the distribution of data. For this, basic descriptive statistics like mean, median, mode, standard deviation, skewness, and kurtosis were computed for each variable for the total sample based on gender and type of school setting.

Mean Difference Analysis

Test of significance of differences between means of the large independent sample was used to find the differences in the variables viz. Self acceptance and Socio-emotional Adjustment and Level of Aspiration of hearing impaired students based on gender and type of school settings. For computing the Mean Difference Analysis, the means and standard deviations of the variables of the selected sample were subjected to a two-tailed test by finding the critical ratio.

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{\sigma_1^2}{N_1} + \dfrac{\sigma_2^2}{N_2}}}$$

t = critical ratio

M1 and M2 = Means of the groups

SD1 and SD2 = Standard Deviations of the groups

N1 and N2 = Number of observations in the groups

If the t value obtained $\geq \pm 2.58$, the difference between the mean was considered to be significant at 0.01 level. If the t value obtained was $\geq \pm 1.96$, it was considered to be significant at 0.05 level.

Correlation

Pearson's Product Moment Coefficient of Correlation was used to find out the degree of relationship between independent variables, Self acceptance and Socio-emotional Adjustment, and the dependent variable Level of Aspiration.

Stepwise Multiple Regression Analysis

Stepwise Multiple Regression analysis was used to determine the best predictors of the independent variables in predicting the dependent variable.

For the present study data were analysed using SPSS version 20 for Windows.

The details of the analysis and findings are presented in Chapter IV.

CHAPTER 4
ANALYSIS AND INTERPRETATIONS

- Preliminary Analysis
  - Important Statistical Constants
  - Percentage Analysis
- Major Analysis
  - Test of Significance of Difference between Means
  - Correlation analysis
  - Stepwise Multiple Regression Analysis

The analysis is one of the major parts of research work. In the present study, the investigator studied the nature of two independent variables i.e., Self acceptance and Socio-emotional Adjustment, and one dependent variable i.e., Level of Aspiration. All these variables have been compared between Hearing Impaired(HI) students in Inclusive schools and Special schools and also based on gender. Moreover, the predictive value of the Independent variables for Hearing Impaired Boys and Girls, Hearing Impaired students in Inclusive and Special school settings have also been found out for their Level of Aspiration separately. In analysis, the investigator interprets the data using various statistical techniques such as descriptive statistics, percentage analysis, the test of significance of the difference between means, and multiple regression analysis. Analysis was carried out based on objectives set for the study.

Objectives of the Study

The objectives of the study are as follows:

1) To find out the level of Self acceptance among Hearing Impaired secondary school students for the total sample and subsample (subsamples based on gender and type of school settings)

2) To find out the level of Socio-emotional Adjustment among Hearing Impaired secondary school students for the total sample and subsample (subsamples based on gender and type of school settings)

3)   To find out whether there is any significant difference exists in the mean scores of total Self acceptance and its dimensions of Hearing Impaired secondary students based on school settings (Inclusive vs. Special schools) and gender.

4)   To find out whether there is any significant difference exists in the mean scores of total Socio-emotional Adjustment and its dimensions of Hearing Impaired secondary students based on school settings (Inclusive vs. Special schools) and gender.

5)   To find out whether there is any significant difference exists in the mean scores of the total Level of Aspiration and its dimensions of Hearing Impaired secondary students based on school settings (Inclusive vs. Special schools) and gender.

6)   To study the relationship between Self acceptance and Level of Aspiration of Hearing Impaired secondary school students for the total and sub sample based on school settings (Inclusive vs. Special schools) and gender.

7)   To study the relationship between Socio-emotional Adjustment and Level of Aspiration of Hearing Impaired secondary school students for the total and subsample based on school settings (Inclusive vs. Special schools) and gender.

8)   To find out the best predictors of the Level of Aspiration of Hearing Impaired secondary school students among the select independent variables and their components for the total sample and subsample based on school settings (Inclusive vs. Special schools) and gender.

The details of the analysis done for the present study are described under the following headings.

Preliminary Analysis

      Important Statistical Constants

      Percentage Analysis

Major Analysis

      Test of Significance of Difference between Means

      Correlation analysis

      Stepwise Multiple Regression Analysis

Preliminary Analysis

As the first step, the preliminary analysis was done to provide a vision of the nature of data which is complementary to the other stages of statistical analysis. As a part of this, the important statistical constants like mean, median, mode, standard deviation, skewness, and kurtosis of the independent variables Self acceptance and Socio-emotional Adjustment, and the dependent variable Level of Aspiration were determined.

The statistical constants of the independent variable i.e., Self acceptance and Socio-emotional Adjustment, and the dependent variable Level of Aspiration are presented in the following tables.

Table 15

Statistical Constants of Self acceptance, Socio-emotional Adjustment and Level of Aspiration for the Hearing Impaired Students in Inclusive Schools

Variables	Mean	Median	Mode	*SD*	Skewness	Kurtosis
Self acceptance (SA)	100.53	101.15	102	7.98	-0.18	-0.11
Socio-emotional Adjustment (SEA)	114.12	114.00	115	8.85	0.07	-0.26
Level of Aspiration (LA)	68.28	67.32	67	8.58	0.25	-0.15

Table 15 reveals that, for Self acceptance, the Mean (100.53), Median (101.15), and Mode (102) are almost equal. The Standard Deviation (7.98) shows that tpphe Scores do not deviate largely from the mean. From the value of Skewness (-0.18), it can be seen that the distribution is approximately normal. These statistics show that the Self acceptance scores are approximately normal.

For Socio-emotional Adjustment, the Mean (114.12), Median (114) and Mode (115) values are almost equal. The Standard Deviation (8.85) shows that the Scores do not deviate largely from the mean. From the value of Skewness (0.07), it can be seen that the distribution is approximately Symmetric. The value of Kurtosis (-0.26) is not far from its normal value.

In the case of the Level of Aspiration, the value of Mean (68.28), Median (67.32), and Mode (67) are approximately equal. The Standard Deviation (8.58) shows that the Scores do not deviate largely from the mean. From the value of Skewness (0.25), it can be seen that the distribution is approximately Symmetric. The value of Kurtosis (-0.15) indicates that the distribution is approximately normal.

The nature of the distribution of variables was examined by plotting graphs. P-P plots of independent variables Self acceptance and Socio-emotional Adjustments and dependent variable Level of Aspiration were plotted for the Hearing Impaired students in inclusive schools are presented in Figure 1.

Figure 1

P-P Plots of independent variables Self acceptance and Socio-emotional Adjustments and dependent variable Level of Aspiration
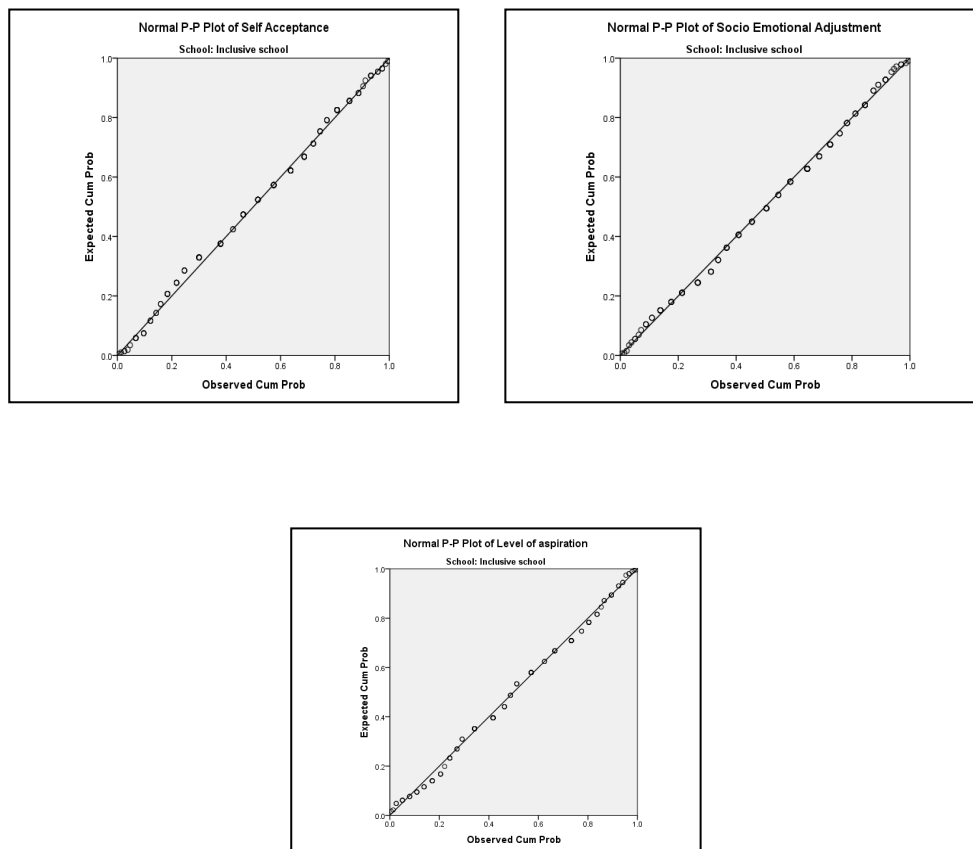
Examining the P-P plots of Self acceptance, Socio-emotional Adjustments and Level of Aspiration indicates the distribution is approximated to normality.

Table 16

Statistical Constants of Self acceptance, Socio-emotional Adjustment and Level of Aspiration for the Hearing Impaired Students in Special Schools

P	Mean	Median	Mode	*SD*	Skewness	Kurtosis
Self acceptance	96.59	97.00	97	6.12	-0.05	-0.46
Socio-emotional Adjustment	110.53	111.00	110	9.43	0.01	0.19
Level of Aspiration	75.06	75.50	74	9.06	-0.09	-0.26

Table 16 reveals that, for Self acceptance, the Mean (96.59), Median (97), and mode (97) are almost equal. The Standard Deviation (6.12) shows that the scores do not deviate largely from the mean. From the value of Skewness (-0.05), it can be seen that the distribution is approximately Symmetric. These statistics show that the Self acceptance scores are approximately normal.

For the independent variable, Socio-emotional Adjustment, the Mean (110.53), Median (111), and Mode (1p10) values are almost equal. The Standard Deviation (9.43) shows that the scores do not deviate largely from the mean. From the value of Skewness (0.01), it can be seen that the distribution is approximately Symmetric. The value of Kurtosis (0.19) is not far from its normal value.

In the case of the Level of Aspiration, the value of Mean (75.06), Median (75.50), and Mode (74) are approximately equal. The Standard Deviation (9.06) shows that the scores do not deviate largely from the mean. From the value of Skewness (-0.09), it can be seen that the distribution is approximately Symmetric.

The nature of the distribution of variables was examined by plotting graphs. P-P plots of independent variables Self acceptance and Socio-emotional Adjustments and dependent variable Level of Aspiration were plotted for the Hearing Impaired students in Special schools are presented in Figure 2.

Figure 2

P-P plots of independent variables Self acceptanceand socio-emotional adjustments and dependent variable Level of Aspiration
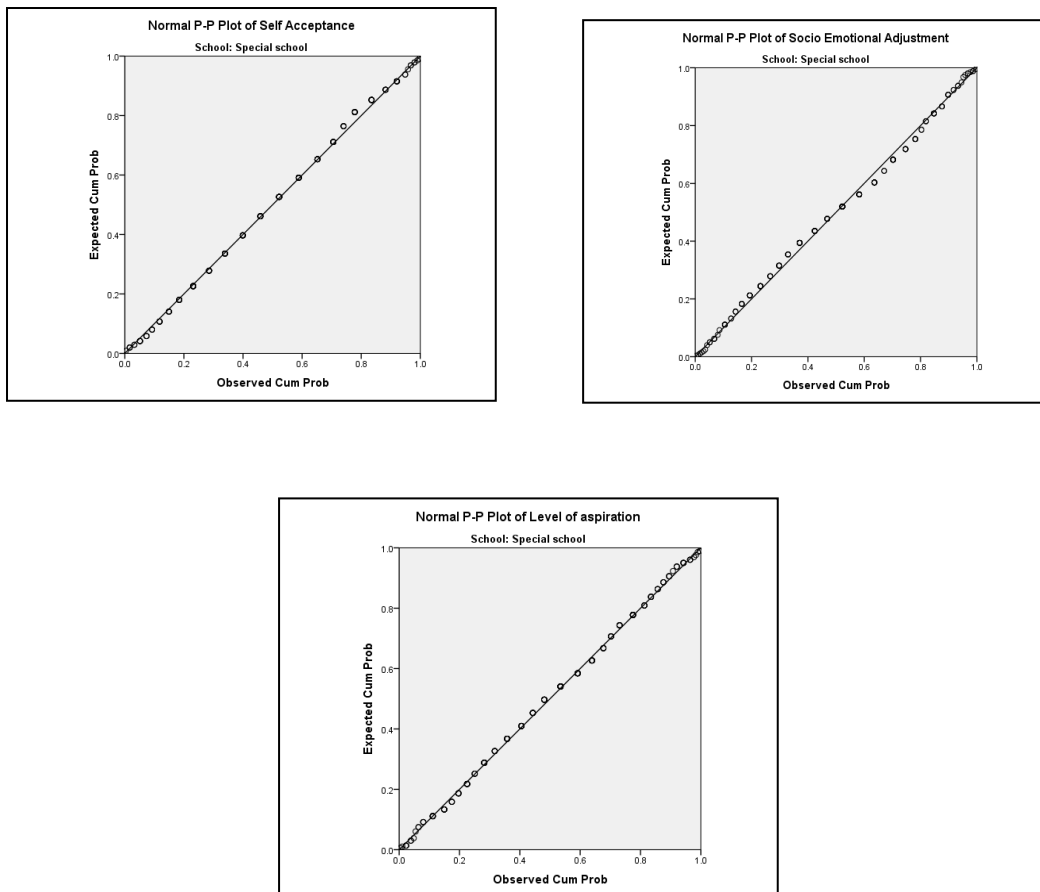
P-P plots of Self acceptance, Socio-emotional Adjustments, and Level of Aspiration of Hearing Impaired students in Special schools were examined and it indicates that the distribution is approximately normal.

Table 17

Statistical Constants of Self acceptance, Socio-emotional Adjustment and Level of Aspiration for the Hearing Impaired Boys (Irrespective of School settings)

Variables	Mean	Median	Mode	*SD*	Skewness	Kurtosis
Self acceptance	97.25	97.00	98	6.96	0.11	-0.05
Socio-emotional Adjustment	110.58	111	112	9.72	-0.01	0.04
Level of Aspiration	70.99	71.00	72	9.37	0.01	-0.24

Table 17 reveals that, for Self acceptance, the Mean (97.25), Median (97), and mode (98) are almost equal. The Standard Deviation (6.96) shows that the scores do not deviate largely from the mean. From the value of Skewness (0.11), it can be seen that the distribution is approximately Symmetric. These statistics show that the Self acceptance scores are approximately normal.

For the independent Variable, Socio-emotional Adjustment, the Mean (110.58), Median (111), and Mode (112) values are almost equal. The Standard Deviation (9.72) shows that the scores do not deviate largely from the mean. From the value of Skewness (-0.01), it can be seen that the distribution is approximately Symmetric. The value of Kurtosis (0.04) is not far from its normal value.

In the case of the Level of Aspiration, the value of Mean (70.99), Median (71), and Mode (72) are approximately equal. The Standard Deviation (9.37) shows that the Scores do not deviate largely from the mean. From the value of Skewness (0.01), it can be seen that the distribution is approximately Symmetric.

Table 18

Statistical Constants of Self acceptance, Socio-emotional Adjustment and Level of Aspiration for the Hearing Impaired Girls (Irrespective of school settings)

Variables	Mean	Median	Mode	*SD*	Skewness	Kurtosis
Self acceptance	99.53	99	100	7.39	0.02	-0.15
Socio-emotional Adjustment	113.87	113	114	8.56	0.17	-0.09
Level of Aspiration	73.49	73	74	9.43	0.15	-0.34

Table 18 reveals that, for Self acceptance, the Mean (99.53), Median (99), and mode (100) are almost equal. The Standard Deviation (7.39) shows that the scores do not deviate largely from the mean. From the value of Skewness (0.02), it can be seen that the distribution is approximately Symmetric. These statistics show that the Self acceptance scores are approximately normal.

For the independent Variable, Socio-emotional Adjustment, the mean (113.87), median (113), and Mode (114) values are almost equal. The Standard Deviation (8.56) shows that the scores do not deviate largely from the mean. From the value of Skewness (0.17), it can be seen that the distribution is approximately Symmetric. The value of Kurtosis (-0.09) is not far from its normal value.

In the case of the Level of Aspiration, the value of mean (73.49), Median (73), and Mode (74) are approximately equal. The Standard Deviation (9.43) shows that the scores do not deviate largely from the mean. From the value of Skewness (0.15), it can be seen that the distribution is approximately normal.

Percentage Analysis

The determination of levels enables us to ascertain the present status of Hearing Impaired students regarding the variables selected for the study. Percentage analysis was carried out to assess the existing levels of Self acceptance and Socio-emotional Adjustment of students for the total sample and subsamples based on gender and type of School settings (Inclusive vs. Special). The details of the percentage analysis are given below.

Percentage analysis was done to find out the level of Self acceptance and Socio-emotional Adjustment for the total sample. The details are presented in Table 19.

Table 19

Level of Self acceptance and Socio-emotional Adjustment for the Total Sample

Variables	High (%)	Moderate (%)	Low (%)
Self acceptance	15	68	17
Socio-emotional Adjustment	19	61	20

Table 19 shows that the majority of Hearing Impaired students (68%) possess only a moderate level of Self acceptance. Only 15% of students have a high level of Self acceptance and 17% of students possess a low level of Self acceptance.

The level of Socio-emotional Adjustment of students is such that 61% of students possess a moderate level of Socio-emotional Adjustment. It can also be seen that only 19% of students possess a high level of Socio-emotional Adjustment, while 20% of students possess a low level of Socio-emotional Adjustment.

Figure 3.

Graphical representation of levels of Self acceptanceand socio-emotional adjustment for the Total Sample
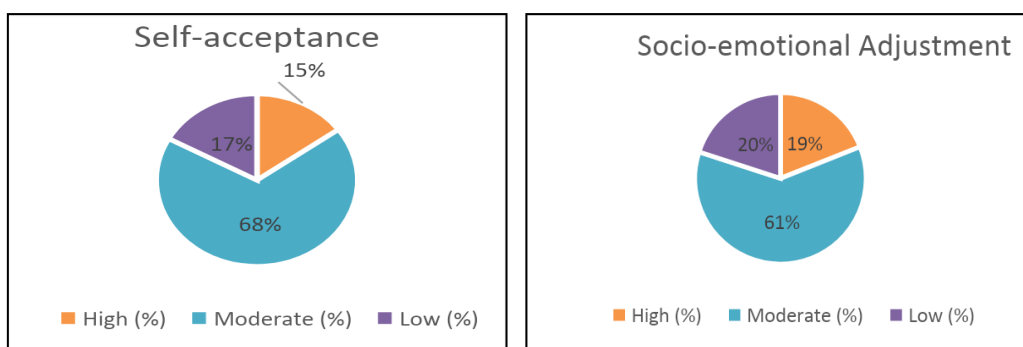
Percentage analysis was carried out to determine the level of Self acceptance for the sub samples based on gender and school settings (Inclusive vs. Special). The details of the analysis are given in Table 16.

Table 20

Level of Self acceptance based on Gender and Type of school settings (Inclusive vs. Special)

Variables	Sub samples	High (%)	Moderate (%)	Low (%)
	HI Boys	13	69	18
	HI Girls	18	65	17
Self acceptance	Inclusive Schools	17	64	19
	Special Schools	16	64	20

From Table 20 it is clear that the percentage of Hearing Impaired Boys possessing moderate levels of Self acceptance is 69% and 65% for Hearing Impaired

Girls students. The percentage of students with a high level of Self acceptance is merely 13% for Hearing Impaired Boys and 18% for Hearing Impaired Girls respectively. Whereas, 18% of Hearing Impaired Boys and 17% of Hearing Impaired Girls possess a low level of Self acceptance. It is also evident that 64% of students studying in Inclusive schools possess a moderate level of Self acceptance, while 64% of students in Special Schools. Only 17% of students in Inclusive schools and 16% of students in Special schools possess a high level of Self acceptance. The percentage of students possessing a low level of Self acceptance in this constitutes 19% and 20% respectively.

Figure 4

Graphical representations of levels of Self acceptance based on Gender and Type of school settings (Inclusive vs. Special)
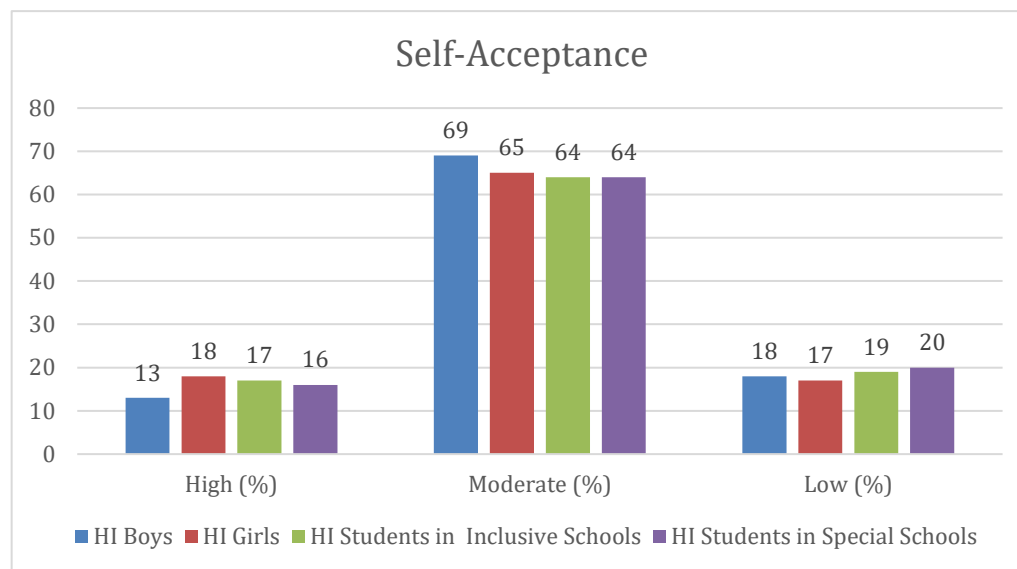
Percentage analysis was done to find out the level of Socio-emotional Adjustment for the sub samples based on gender and type of School setting. The details of the analysis are presented in Table 17

Table 21

Level of Socio-emotional Adjustment based on Gender, Type of School Settings (Inclusive vs. Special school)

Variables	Sub samples	High (%)	Moderate (%)	Low (%)
Socio-emotional Adjustment	HI Boys	19	58	23
	HI Girls	20	62	18
	Inclusive Schools	18	63	19
	Special Schools	17	61	22

Table 21 reveals that 58% of Hearing Impaired Boys and 62% of Hearing Impaired Girls have moderate Levels of Socio-emotional Adjustment. Only 19% of Hearing Impaired Boys and 20% of Hearing Impaired Girls possess a high level of Socio-emotional Adjustment. While students who possess a low level of Socio-emotional Adjustment constitute 23% of Hearing Impaired Boys and 18% of Hearing Impaired Girls respectively.

The moderate level of Socio-emotional Adjustment of Hearing Impaired students studying in Inclusive and Special schools is 63% and 61% respectively. Only 18% of students in Inclusive schools and 17% of students in Special schools possess high levels of Socio-emotional Adjustment While 19% of students in Inclusive schools and 22% of students in Special schools possess low levels of Socio-emotional Adjustment.

Figure 5

Graphical representations of levels of Socio-emotional Adjustment based on Gender and Type of school settings (Inclusive vs. Special)
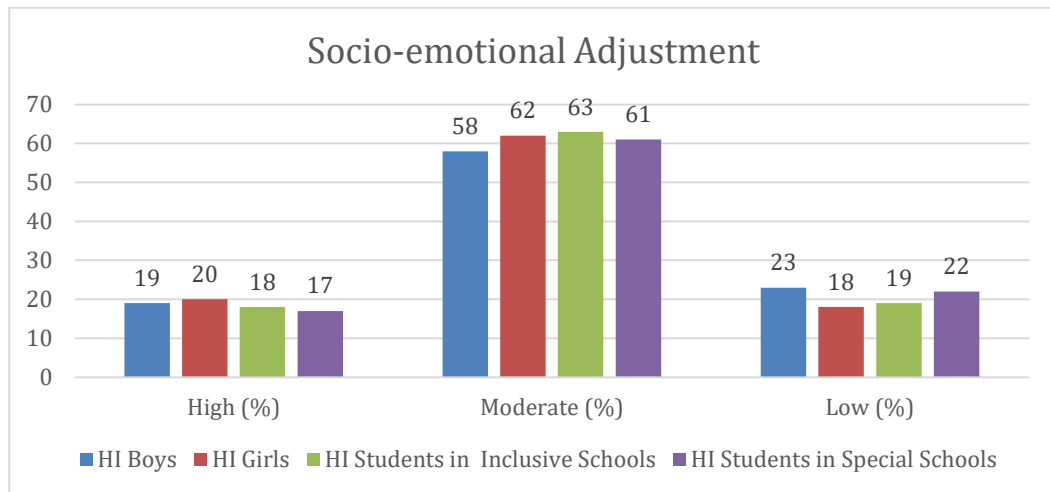
Analysis, Interpretation, and Discussion of the Data

Phase- I: *t*-test to find out the significance of the difference between the mean scores on independent variables under study (school setting and gender).

Phase- II: Coefficient of correlation between independent and dependent variables.

Phase III: Multiple regression analysis to know the potential predictors of dependent variables under study.

Phase I: *t*-test

Table 22

Mean, Standard Deviation, and t-value of Self acceptance based on School settings (Inclusive Vs. Special Schools)

Dimensions of Self acceptance	N1	HI Students in Inclusive Schools		N2	HI students in Special schools		t- value
		Mean	*SD*		Mean	*SD*	
Self-worth	120	20.33	2.534	158	19.51	2.295	2.82**
Nonjudgment	120	22.24	2.913	158	21.68	3.06	1.53NS
Tolerance	120	25.80	3.174	158	25.54	2.66	0.72 NS
Willingness	120	32.15	3.525	158	29.85	3.30	5.57**
Total Self acceptance	120	100.52	7.982	158	96.59	6.11	4.65**

** Significant at 0.01 level
NS Not significant

Table 22 depicts the mean, standard deviation, and *t* ratios on different dimensions of Self acceptance for Hearing Impaired students in inclusive schools and special schools. The mean scores of Hearing Impaired students in Inclusive schools on Self-worth *(t=2.82, p <.01)*, willingness *(t=5.57, p <.01)*, and total Self acceptance *(t = 4.65, p < .01)* are higher than their counterparts in Special schools. The *t* values obtained for all the dimensions of Self acceptance are significant at the .01 level except for Tolerance *(t=.72, NS)* and Nonjudgment *(t=1.54, NS)*. It reveals that the mean score of Hearing Impaired students in Inclusive schools was found to be higher which showed that Hearing Impaired students in Inclusive Schools have better Self acceptance as compared to their counterparts in Special schools.

Figure 6

Bar plot depicting Mean scores of Self -acceptance and its dimensions self-worth, nonjudgement, tolerance, and willingness based on the type of school settings
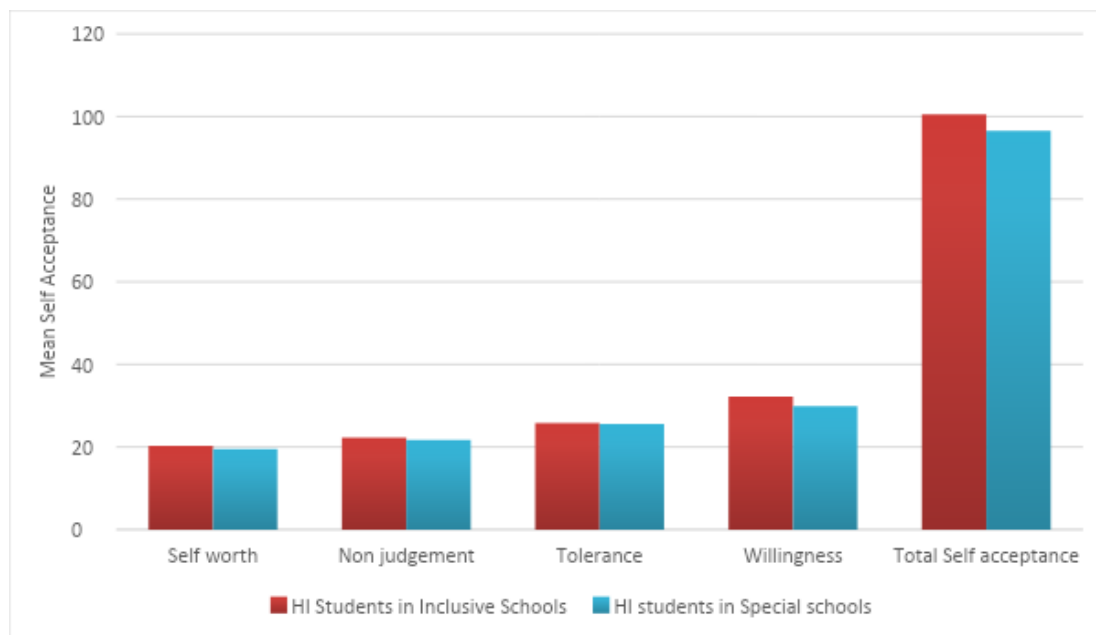
From figure 6, it is evident that the mean scores of Hearing Impaired Students in inclusive schools were higher than those of special schools for the variable Self acceptance and its all dimensions. So it can be inferred that Hearing Impaired Students in inclusive schools have better Self acceptance than Hearing Impaired Students in special schools.

Table 23

Mean, Standard Deviation, and t-value of Self acceptance between Hearing Impaired Boys in Inclusive Schools and Special Schools

Dimensions of Self acceptance	N1	HI Boys in Inclusive schools		N2	HI Boys in Special schools		t- value
		Mean	*SD*		Mean	*SD*	
Self-worth	68	19.75	2.37	83	19.36	2.41	0.99 NS
Nonjudgment	68	22.02	2.69	83	21.16	2.63	1.97*
Tolerance	68	25.42	3.04	83	25.09	2.80	0.69 NS
Willingness	68	32.35	3.69	83	29.72	3.23	4.66**
Total Self acceptance	68	99.55	7.67	83	95.34	5.68	3.86**

** Significant at 0.01 level
*Significant at 0.05 level
NS Not significant

Table 23 depicts the mean, standard deviation, and *t* ratios on different dimensions of Self acceptance for Hearing Impaired Boys in inclusive schools and special schools. The mean scores of Hearing Impaired students in Inclusive schools on Self-worth, Nonjudgment ($t=1.97$, $p <.05$), tolerance, willingness ($t=4.66$, $p <.01$), and Total Self acceptance *($t=3.86$, $p <.01$)*, are higher than their counterparts in Special schools. The *t* values obtained for all the dimensions of Self acceptance for Hearing Impaired Boys are significant at .01 or .05 level except in Self-Worth *($t=0.99$, $p >.01$)*, and Tolerance *($t=0.69$, $p >.01$)*. The mean score of Hearing Impaired Boys in Inclusive schools was higher which showed that they have more Self acceptance when compared to their counterparts in Special schools.

Table 24

Mean, Standard Deviation, and t-value of Self acceptance between Hearing Impaired

Girls in Inclusive Schools and Special Schools

Dimensions of Self acceptance	N1	HI Girls in Inclusive schools		N2	HI Girls in Special schools		t-value
		Mean	*SD*		Mean	*SD*	
Self-worth	52	21.09	2.56	75	19.68	2.15	3.36**
Nonjudgment	52	22.51	3.18	75	22.25	3.40	.44 NS
Tolerance	52	26.28	3.30	75	26.04	2.43	.48 NS
Willingness	52	31.88	3.31	75	30.00	3.39	3.10**
Total Self acceptance	52	101.78	8.26	75	97.97	6.31	2.94**

** Significant at 0.01 level
NS Not significant

Table 24 depicts the mean, standard deviation, and *t* ratios on different

dimensions of Self acceptance for Hearing Impaired Girls in Inclusive schools and

special schools. The mean scores of Hearing Impaired Girls in Inclusive schools on

Self-worth ($t=3.36, p <.01$), Nonjudgment, tolerance, willingness ($t=3.10, p <.01$), and

Total Self acceptance ($t=2.94, p <.01$), are higher than their counterparts in Special

schools. The *t* values obtained for all the dimensions of Self acceptance are significant

at the .01 level except in Nonjudgment ($t=2.82, p <.01$), and Tolerance ($t=2.82, p$

$<.01$). The mean score of Hearing Impaired Girls in Inclusive schools was higher

which showed that they have more Self acceptance when compared to their

counterparts in Special schools.

Table 25

Mean, Standard Deviation, and t-value of Self acceptance between Hearing Impaired Boys and Girls (irrespective of school setting)

Dimensions of Self acceptance	N1	HI Boys		N2	HI Girls		t- value
		Mean	*SD*		Mean	*SD*	
Self-worth	151	19.53	2.396	127	20.25	2.42	2.49*
Nonjudgment	151	21.55	2.684	127	22.36	3.30	2.24*
Tolerance	151	25.24	2.907	127	26.14	2.81	2.60**
Willingness	151	30.90	3.681	127	30.77	3.47	0.31 NS
Total Self acceptance	151	97.24	6.95	127	99.53	7.39	2.65**

*Significant at 0.05 level
** Significant at 0.01 level
NS Not significant

Table 25 depicts the mean, standard deviation, and *t* ratios on different dimensions of Self acceptance for Hearing Impaired Boys and Girls irrespective of School settings. The mean scores of Hearing Impaired Boys and Girls irrespective of School settings on Self-worth ($t=2.49$, $p <.01$), Nonjudgment t($t=2.24$, $p <.01$), tolerance($t=2.60$, $p <.01$) and Total Self acceptance ($t=2.65$, $p <.01$), are higher than their counterparts in Special schools. The *t* values obtained for all the dimensions of Self acceptance are significant at the .01 level or .05 level except in Willingness ($t=0.31$, $p >.01$).

Figure 7

Bar plot Depicting the mean of Self acceptance and its Dimensions based on Gender
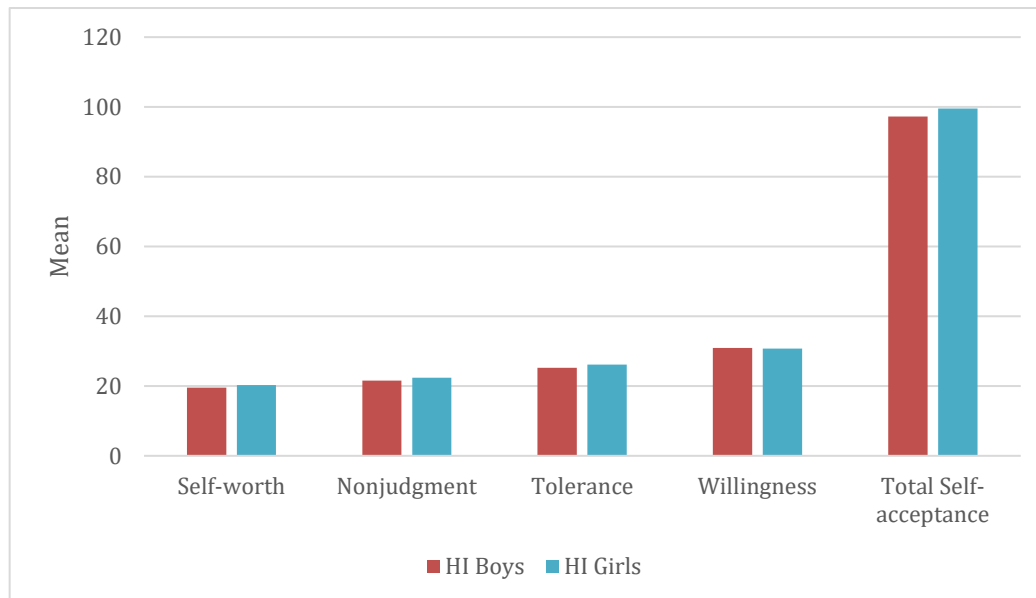
From the figure its evident that the mean scores of Self acceptance and its dimensions were slightly higher in the Girl's sample than in the Boy's sample. It shows that Hearing Impaired Girls have better Self acceptance than Hearing Impaired Boys.

Table 26

Mean, Standard Deviation, and t-value of Socio-emotional Adjustment between Hearing Impaired students in Inclusive Schools and Special Schools

| Dimensions of Socio-emotional Adjustment	N1	HI Students in Inclusive Schools		N2	HI Students in Special Schools		t-value
		Mean	*SD*		Mean	*SD*	
Social adjustment	120	51.28	4.58	158	49.18	4.97	3.60**
Emotional adjustment	120	62.83	6.38	158	61.35	6.21	1.94*
Total Socio-emotional Adjustment	120	114.11	8.85	158	110.53	9.43	3.21**

*Significant at 0.05 level
** Significant at 0.01 level
NS Not significant

Table 26 depicts the mean, standard deviation, and *t* ratios on different dimensions of Socio-emotional Adjustment for hearing-impaired students in inclusive schools and special schools. The mean scores of Hearing Impaired students in Inclusive schools on Social adjustment(t=3.60, p <.01), emotional adjustment (t=1.96, p <.05), and Total Socio-emotional Adjustment (t=3.21, p <.01), are higher than their counterparts in Special schools. The *t* values obtained for all the dimensions of Socio-emotional Adjustment are significant at .01 level or .05 level.

Figure 8

Bar plot depicting Mean scores of Socio-emotional Adjustment and its dimensions Social Adjustment and Emotional Adjustment based on the type of school settings
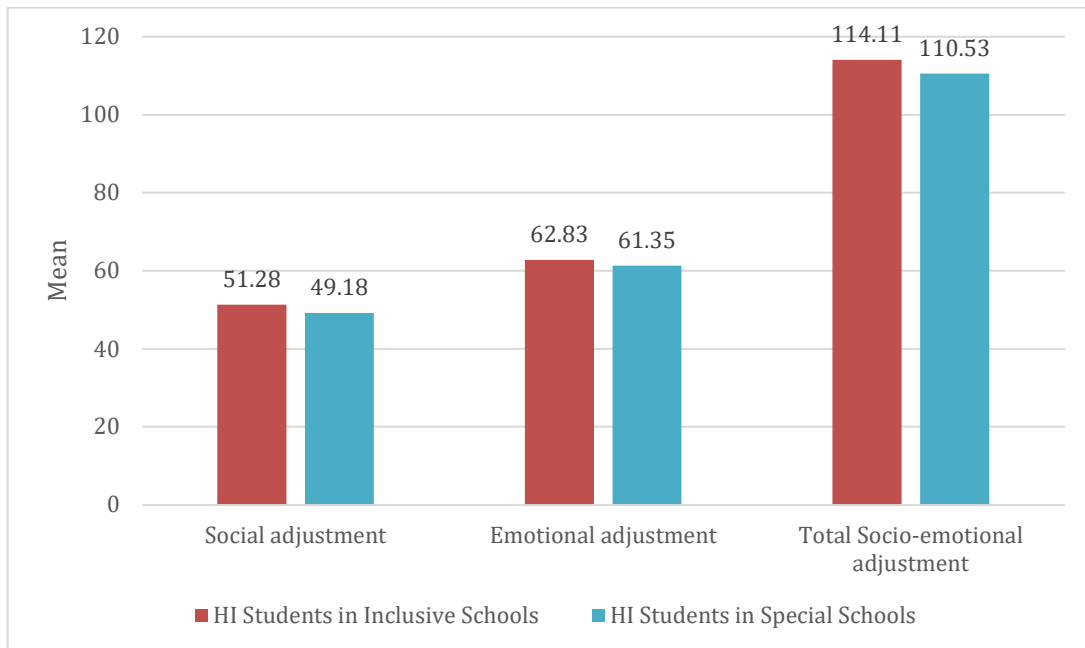
From the figure, it is evident that the mean scores of Socio-emotional Adjustment and its dimensions were slightly higher for Hearing Impaired students in Inclusive schools than their counterparts in Special schools. It shows that Hearing Impaired students in Inclusive schools have better Socio-emotional Adjustment than Hearing Impaired students in Special schools.

Table 27

Mean, Standard Deviation, and t-value of Socio-emotional Adjustment between Hearing Impaired Boys in Inclusive Schools and Special Schools

Dimensions of Socio-emotional Adjustment	N1	HI Boys in Inclusive Schools		N2	HI Boys in Special Schools		t-value
		Mean	*SD*		Mean	*SD*	
Social adjustment	68	51.04	4.88	83	48.55	4.68	3.18**
Emotional adjustment	68	61.91	6.47	83	60.07	6.51	1.73 NS
Total Socio-emotional Adjustment	68	112.95	9.50	83	108.62	9.53	2.78**

** Significant at 0.01 level
NS Not significant

Table 27 depicts the mean, standard deviation, and *t* ratios on different dimensions of Socio-emotional Adjustment for Hearing Impaired Boys in inclusive schools and special schools. The mean scores of hearing-impaired Boys in Inclusive schools on Social adjustment *(t*=3.18, *p* <.01), emotional adjustment and Total Socio-emotional Adjustment *(t*=2.78, *p* <.01), are higher than their counterparts in Special schools. The *t* values obtained for all the dimensions of Socio-emotional Adjustment are significant at the .01 level except in Emotional Adjustment*(t*=1.73, *p* >.01).

Table 28

Mean, Standard Deviation, and t-value of Socio-emotional Adjustment between Hearing Impaired Girls in Inclusive schools and Special Schools

Dimensions of Socio-emotional Adjustment	N1	HI Girls in Inclusive Schools		N2	HI Girls in Special Schools		t- value
		Mean	*SD*		Mean	*SD*	
Social adjustment	52	51.59	4.17	75	49.88	5.22	1.97*
Emotional adjustment	52	64.03	6.10	75	62.77	5.57	1.20 NS
Total Socio-emotional Adjustment	52	115.63	7.74	75	112.65	8.92	1.95 NS

*Significant at 0.05 level
** Significant at 0.01 level
NS Not significant

Table 28 depicts the mean, standard deviation, and *t* ratios on different dimensions of Socio-emotional Adjustment for Hearing Impaired Girls in inclusive schools and special schools. The mean scores of Hearing Impaired Girls in Inclusive schools on Social adjustment *(t*=1.97, *p* <.05), emotional adjustment, and Total Socio-emotional Adjustment are higher than their counterparts in Special schools. The *t* values obtained for Social Adjustment are Significant at the .05 level. But Emotional Adjustment *(t*=1.20, *p* >.01), and Total Socio-emotional Adjustment *(t*=1.95, *p* >.01) are not significant at .05 level

Table 29

Mean, Standard Deviation, and t-value of Socio-emotional Adjustment between Hearing Impaired Boys and Hearing Impaired Girls (irrespective of school setting)

| Dimensions of Socio-emotional Adjustment	N1	HI Boys		N2	HI Girls		t- value
		Mean	SD		Mean	SD	
Social adjustment	151	49.67	4.91	127	50.58	4.87	1.53NS
Emotional adjustment	151	60.90	6.53	127	63.29	5.80	3.19**
Total Socio-emotional Adjustment	151	110.57	9.72	127	113.87	8.55	2.97**

*Significant at .05 level
** Significant at .01 level
NS Not significant

Table 29 depicts the mean, standard deviation, and *t* ratios on different dimensions of Socio-emotional Adjustment for Hearing Impaired Boys and Hearing Impaired Girls were irrespective of school settings. The mean scores of Hearing Impaired Girls on Social adjustment, emotional adjustment (*t*=3.19, *p* <.01), and Total Socio-emotional Adjustment (*t*=2.97, *p* <.01), are higher than their Boys counterparts. The *t* values obtained for Emotional Adjustment and Total Socio-emotional Adjustment are significant at the .01 level but Social Adjustment (*t*=1.53, *p* >.01), is not significant.

Figure 9

Bar plot depicting Mean scores of Socio-emotional Adjustment and its dimensions Social adjustment and Emotional adjustment based on gender
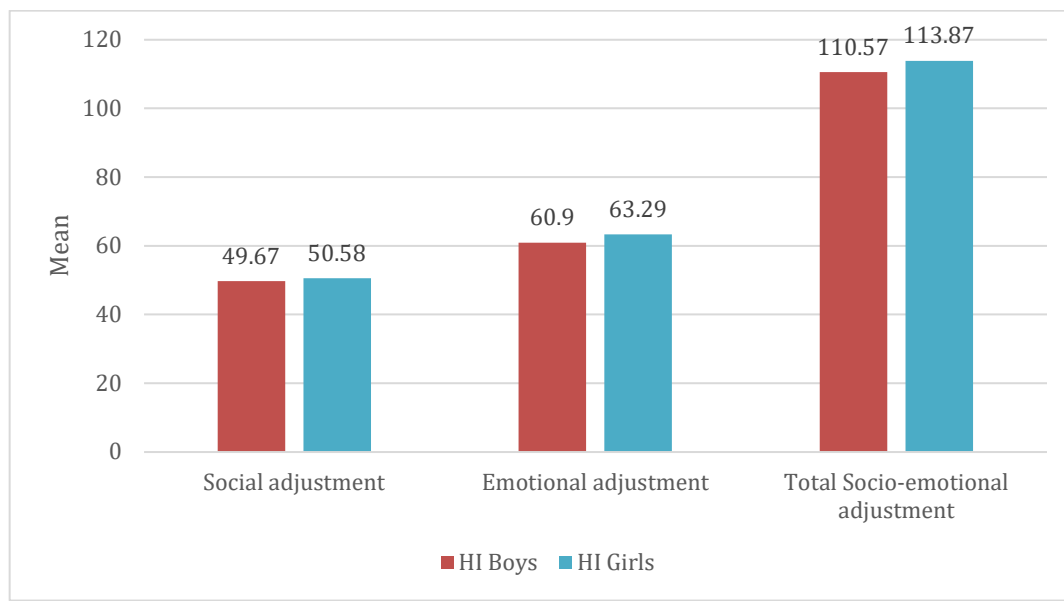
From the figure its evident that the mean scores of Socio-emotional Adjustment and its dimensions were slightly higher in the Hearing Impaired Girls sample than in the Hearing Impaired Boys sample. It shows that Hearing Impaired Girls have better Socio-emotional Adjustment than Hearing Impaired Boys.

Table 30

Mean, Standard Deviation, and t-value of Level of Aspiration between Hearing Impaired Students in Inclusive Schools and Special Schools

| Dimensions of Level of Aspiration	HI students in Inclusive Schools (N=120)		HI students in Special Schools (N=158)		t- value
	Mean	*SD*	Mean	*SD*	
Personal aspiration	17.32	2.92	17.79	2.55	1.41NS
Educational aspiration	19.10	3.04	20.62	3.19	3.99**
Career aspiration	17.01	2.98	18.31	3.20	3.52**
Social aspiration	14.96	2.96	15.75	2.58	2.36*
Total Level of aspiration	68.39	3.01	72.47	2.96	3.84**

*Significant at 0.05 level
** Significant at 0.01 level
NS Not significant

Table 30 depicts the mean, standard deviation, and *t* ratios on different dimensions of the Level of Aspiration for Hearing Impaired students n Inclusive schools and special schools. The mean scores of Hearing Impaired students in Inclusive schools on Personal Aspiration, Educational Aspiration, (t=3.99, p <.01), Career Aspiration (t=3.52, p <.01), Social Aspiration (t=2.36, p <.01), and Total Level of Aspiration (t=3.84, p <.01), are lower than their counterparts in Special schools. The *t* values obtained for all the dimensions of Level of Aspiration are significant at .01 or .05 level except Personal aspiration (t=1.41, p >.01).

Figure 10

Bar plot depicting Mean scores of Level of Aspiration and its dimensions Personal aspiration, Educational aspiration, Career aspiration, and Social aspiration based on the type of school settings
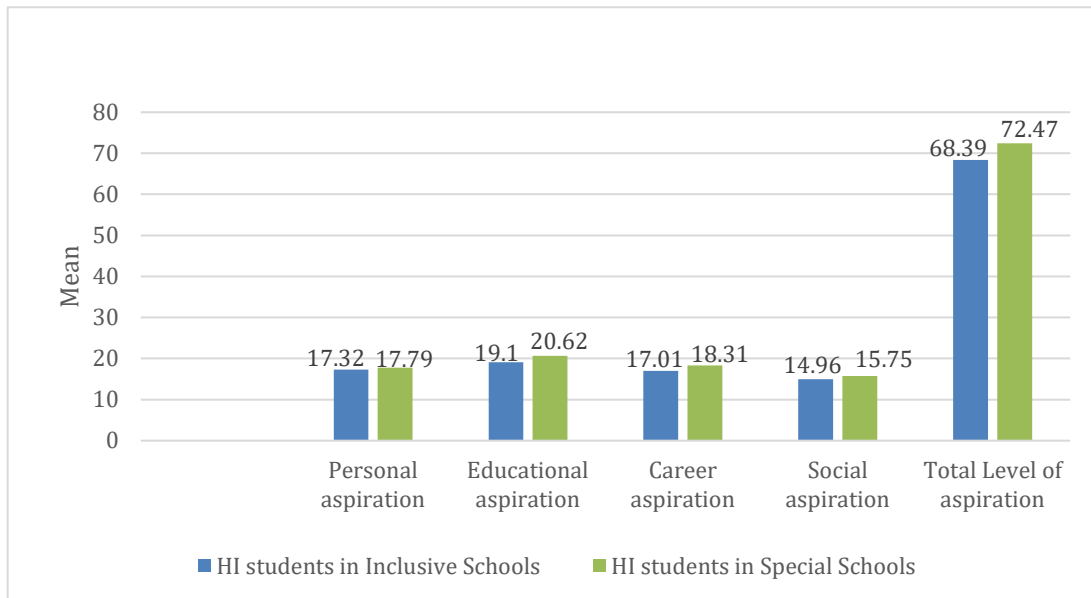
From the figure 10, it is evident that the mean scores of Level of Aspiration and its dimensions were slightly higher in Hearing Impaired students in Special schools than their counterparts in Inclusive schools. It shows that Hearing Impaired students in Special schools have better Levels of Aspiration than Hearing Impaired students in Inclusive schools.

Table 31

Mean, Standard Deviation, and t-value of Level of aspiration between Hearing Impaired Boys in Inclusive Schools and Special Schools

Dimensions of Level of Aspiration	HI Boys in Inclusive Schools(N=68)		HI Boys in Special Schools (N=83)		t-value
	Mean	*SD*	Mean	*SD*	
Personal aspiration	16.89	2.73	17.62	2.39	2.32*
Educational aspiration	18.70	2.79	20.24	3.18	4.33**
Career aspiration	16.75	3.02	18.14	3.05	3.95**
Social aspiration	14.89	3.01	15.69	2.73	2.28**
Total Level of aspiration	67.25	8.44	71.69	9.01	3.11**

** Significant at 0.01 level

Table 31 depicts the mean, standard deviation, and *t* ratios on different dimensions of the Level of Aspiration for Hearing Impaired Boys in inclusive schools and special schools. The mean scores of Hearing Impaired Boys in Inclusive schools on Personal Aspiration(t=2.32, p <.05), Educational Aspiration(t=4.33, p <.01), Career Aspiration (t=3.95, p <.01), Social Aspiration(t=2.28, p <.05), and Total Level of Aspiration(t=3.11, p <.01), are lower than their counterparts in Special schools. The t values obtained for the total Level of Aspiration and its dimensions are significant at .01 or .05 level.

Table 32

Mean, Standard Deviation, and t-value of Level of aspiration between Hearing Impaired Girls in Inclusive Schools and Special Schools

Dimensions of Level of Aspiration	HI Girls in Inclusive Schools(N=52)		HI Girls in Special Schools(N=75)		t- value
	Mean	*SD*	Mean	*SD*	
Personal aspiration	17.76	3.10	17.96	2.72	0.56NS
Educational aspiration	19.51	3.28	21.01	3.20	3.94**
Career aspiration	17.28	2.93	18.49	3.00	3.37**
Social aspiration	15.03	2.92	15.81	2.43	2.36**
Total Level of aspiration	69.61	8.66	73.27	8.94	2.31*

*Significant at 0.05 level
** Significant at 0.01 level
NS Not significant

Table 32 depicts the mean, standard deviation, and *t* ratios on different dimensions of the Level of Aspiration for Hearing Impaired Girls in inclusive schools and special schools. The mean scores of Hearing Impaired Girls in Inclusive schools on Personal Aspiration(t=0.56, p >.01), Educational Aspiration(t=3.94, p <.01), Career Aspiration (t=3.37, p <.01), Social Aspiration (t=2.36, p <.05), and Total Level of Aspiration(t=2.31, p <.05), are lower than their counterparts in Special schools. The *t* values obtained for the total Level of aspiration and its dimensions are significant at .01 or .05 level except in Personal Aspiration.

Table 33

Mean, Standard Deviation, and t-value of Level of aspiration between Hearing Impaired Boys and Girls (irrespective of school setting)

Dimensions of Level of Aspiration	HI Boys (N=151)		HI Girls(N=127)		*t*- value
	Mean	*SD*	Mean	*SD*	
Personal Aspiration	17.25	2.56	17.86	2.91	1.83NS
Educational Aspiration	19.47	2.98	20.26	3.24	2.10*
Career Aspiration	17.44	3.03	17.88	2.96	1.22 NS
Social Aspiration	15.29	2.87	15.42	2.67	.39 NS
Total Level of Aspiration	69.45	9.37	71.42	2.92	1.42NS

*Significant at 0.05 level
** Significant at 0.01 level
NS Not significant

Table 33 depicts the mean, standard deviation, and *t* ratios on different dimensions of the Level of Aspiration for Hearing Impaired Boys and Girls irrespective of school settings. The mean scores of Hearing Impaired Boys on Personal Aspiration *(t=2.82, p <.01)*, Educational Aspiration (*t*=2.82, *p* <.01), Career Aspiration (*t*=2.82, *p* <.01), Social Aspiration (*t*=2.82, *p* <.01), and Total Level of Aspiration (*t*=2.82, *p* <.01), are lower than their Girls counterparts. The t values obtained for the total Level of aspiration and its dimensions are not significant at .05 or .01 level except for educational aspiration.

Figure 11

Bar plot Depicting Mean scores of Level of Aspiration and its dimensions Personal Aspiration, Educational aspiration, Career Aspiration, and Social Aspiration based on the Type of school settings
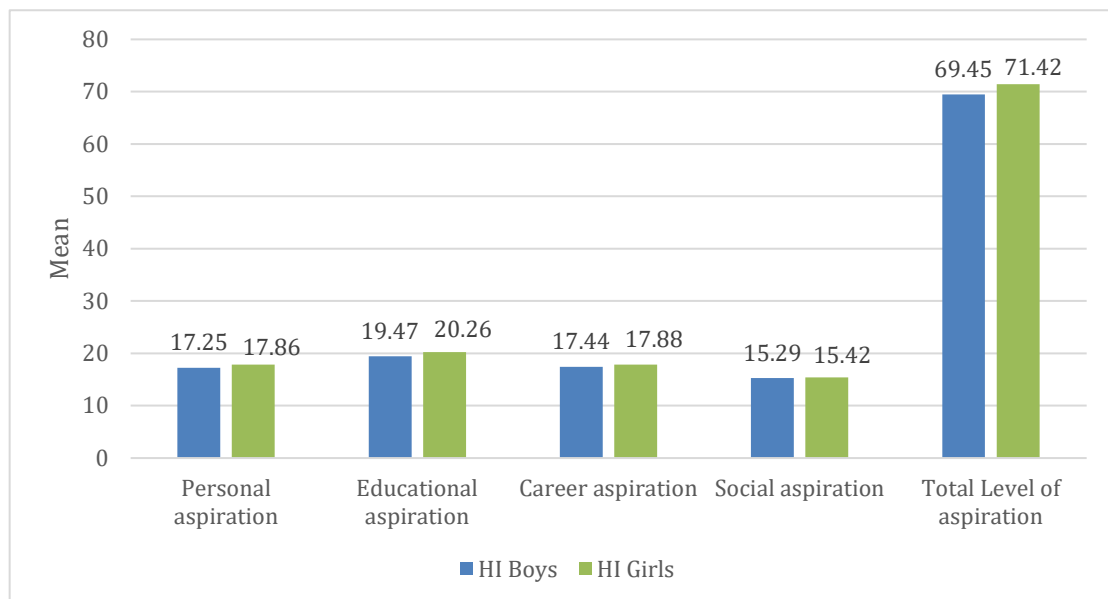
From figure 11, it is clear that the mean scores of Level of Aspiration and its dimensions were slightly higher in the Girls sample than in the Boys sample. It shows that Hearing Impaired Girls have a better Level of Aspiration than Hearing Impaired Boys.

Phase II: Correlation

Table 34

Correlation between Independent and Dependent Variables for Total Sample (irrespective of school setting) (N=278)

	Self-worth	Nonjudgment	Tolerance	Willingness	Self acceptance Total	Social Adjustment	Emotional Adjustment	Socio-emotional Adjustment Total
Personal Aspiration	.176**	.144*	.289**	.302**	.384**	.278**	.410**	.424**
Educational aspiration	.208**	.248**	.106	.261**	.425**	.316**	.377**	.421**
Career aspiration	.133*	.131*	.262**	.273**	.333**	.197**	.324**	.323**
Social aspiration	.218**	.250**	.265**	.109	.337**	.290**	.390**	.364**
Total Level of Aspirations	.272**	.293**	.324**	.354**	.478**	.394**	.425**	.482**

Table 34 reveals that Personal Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth, $r(276) = .18$, $p < .01$, Nonjudgment $r(276) = .14$, $p < .01$, Tolerance $r(276) = .29$, $p < .01$ and willingness $r(276) = .30$, $p < .01$. So far as the total Self acceptance is concerned Personal Aspiration is correlated with Self acceptance- Total $r(276) = .38$, $p < .01$ significantly and positively.

The Personal Aspiration shows significant positive correlation with Social Adjustment $r(276) = .27$, $p < .01$, Emotional Adjustment $r(276) = .41$, $p < .01$ and Total Socio-emotional Adjustment $r(276) = .42$, $p < .01$

It is clear by table 34 that Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(276) = .21$, $p < .01$, Nonjudgment $r(276) = .25$, $p < .01$ and willingness $r(276) = .26$, $p < .01$. But Educational aspiration has no such significant correlation with Tolerance $r(276) = .11$, $p < .01$. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total $r(276) = .43$, $p < .01$. significantly and positively.

The Educational Aspiration shows significant positive correlation with Social Adjustment $r(276) = .32$, $p < .01$, Emotional Adjustment $r(276) = .38$, $p < .01$ and Total Socio-emotional Adjustment $r(276) = .42$, $p < .01$

It is clear by table 34 that Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self -worth $r(276) = .13$, $p < .01$, Nonjudgment $r(276) = .13$, $p < .01$ Tolerance $r(276) = .26$, $p < .01$ and Willingness $r(276) = .27$, $p < .01$. So far as the total Self acceptance is concerned

Career Aspiration is correlated with Self acceptance- Total r(276) = .33, p < .01 significantly and positively.

The Career Aspiration shows significant positive correlation with Social Adjustment r(276) = .20, p < .01, Emotional Adjustment r(276) = .32, p < .01 and Total Socio-emotional Adjustment r(276) = .32, p < .01

It is clear by table 34 that Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(276) = .22, p < .01, Non Judgement r(276) = .25, p < .01, Tolerance r(276) = .27, p < .01 and willingness r(276) = .11, p < .01. So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total r(276) = .34, p < .01 significantly and positively.

The Social Aspiration shows significant positive correlation with Social Adjustment r(276) = .29, p < .01, Emotional Adjustment r(276) = .39, p < .01 and Total Socio-emotional Adjustment r(276) = .36, p < .01.

It is clear by table 34 that the Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(276) = .27, p < .01, Non Judgement r(276) = .30, p < .01 Tolerance r(276) = .32, p < .01 and willingness r(276) = .35, p < .01 . So far as the total Self acceptance is concerned Level of Aspiration- Total is correlated with Self acceptance- Total r(276) = .48, p < .01 significantly and positively.

The Level of Aspiration- Total shows a significant positive correlation with Social Adjustment r(276) = .39, p < .01, Emotional Adjustment r(276) = .43, p < .01, and Total Socio-emotional Adjustment r(276) = .48, p < .01

Table 35

Correlation between Independent and Dependent Variables for Hearing impaired Students in Inclusive Schools (N=120)

	Self-worth	Nonjudgment	Tolerance	Willingness	Self acceptance Total	Social Adjustment	Emotional Adjustment	Socio-emotional Adjustment Total
Personal Aspiration	.293**	.159	.333**	.337**	.380**	.338**	.474**	.517**
Educational aspiration	.228*	.339**	.166	.394**	.416**	.438**	.471**	.566**
Career aspiration	.177	.232*	.318**	.175	.389**	.391**	.459**	.533**
Social aspiration	.247**	.371**	.330**	.214*	.439**	.414**	.498**	.574**
Total Level of Aspirations	.284**	.392**	.362**	.401**	.489**	.472**	.475**	.583**

It is clear by table 35   that Personal Aspiration shows a significantly moderately positive correlation with the dimensions of Self acceptance such as Self-worth $r(118) = .29$, $p < .01$, Tolerance $r(118) = .33$, $p < .01$ and willingness $r(118) = .34$, $p < .01$. But Personal aspiration has no such significant correlation with Nonjudgment $r(118) = .16$, $p < .01$. So far as the total Self acceptance is concerned Personal Aspiration is correlated with Self acceptance- Total $r(118) = .38$, $p < .01$ significantly and positively.

The Personal Aspiration shows significant positive correlation with Social Adjustment $r(118) = .34$, $p < .01$, Emotional Adjustment $r(118) = .47$, $p < .01$ and Total Socio-emotional Adjustment $r(118) = .52$, $p < .01$

It is clear by table 35 that Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r (118) = .23$, $p < .01$, Nonjudgment $r(118) = .34$, $p < .01$ and willingness $r(118) = .39$, $p < .01$. But Educational aspiration has no such significant correlation with Tolerance $r(166) = .17$, $p < .01$. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total $r (118) = .42$, $p < .01$ significantly and positively.

The Educational Aspiration shows significant positive correlation with Social Adjustment $r(118) = .44$, $p < .01$, Emotional Adjustment $r(118) = .47$, $p < .01$ and Total Socio-emotional Adjustment $r(118) = .57$, $p < .01$.

It is clear by table 35 that Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Nonjudgment $r(118) = .23$, $p < .01$, Tolerance $r(118) = .32$, $p < .01$. But Career aspiration has no such significant

correlation with Self Worth r(118) = .177, p < .01 and Willingness r(118) = .175, p < .01. So far as the total Self acceptance is concerned Career aspiration is correlated with Self acceptance- Total r(118) = .389, p < .01 significantly and positively.

So far as the total Self acceptance is concerned Career aspiration is significantly positively correlated with Self acceptance, *r*(118) = .39, *p* < .01.

The Career Aspiration shows significant positive correlation with Social Adjustment r(118) = .391, p < .01 Emotional Adjustment r(118) = .459, p < .01 and Total Socio-emotional Adjustment r(118) = .533, p < .01.

It is clear by table 35 that Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(118) = .25, p < .01, Nonjudgment r(118) = .37, p < .01, Tolerance r(118) = .33, p < .01   and willingness r(118) = .21, p < .01. So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total r(118) = .44, p < .01 significantly and positively.

The Social Aspiration shows significant positive correlation with Social Adjustment r(118) = .41, p < .01, Emotional Adjustment r(118) = .50, p < .01 and Total Socio-emotional Adjustment r(118) = .57, p < .01.

It is clear by table 35 that the Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth, r(118) = .28, p < .01 Nonjudgment r(118) = .39, p < .01 Tolerance r(118) = .36, p < .01 and willingness r(118) = .40, p < .01. So far as the total Self acceptance is concerned Level

of Aspiration- Total is correlated with Self acceptance- Total r(118) = .49, p < .01

significantly and positively.

The Level of Aspiration- Total shows a significant positive correlation with

Social Adjustment r(118) = .47, p < .01), Emotional Adjustment r(118) = .48, p < .01,

and Total Socio-emotional Adjustment r(118) = .58, p < .01.

Table 36

Correlation between Independent and Dependent Variables for Hearing Impaired Students in Special Schools (N=158)

	Self-worth	Nonjudgment	Tolerance	Willingness	Self acceptance Total	Social Adjustment	Emotional Adjustment	Socio-emotional Adjustment Total
Personal Aspiration	.316**	.126	.291**	.424**	.601**	.361**	.445**	.483**
Educational aspiration	.289**	.244**	.302**	.358**	.556**	.361**	.390**	.447**
Career aspiration	.190*	.111	.256**	.444**	.479**	.182*	.301**	.294**
Social aspiration	.330**	.242**	.263**	.253**	.497**	.181*	.420**	.372**
Total Level of Aspirations	.372**	.283**	.352**	.462**	.672**	.369**	.472**	.495**

It is clear by table 36 that Personal Aspiration shows a weak positive correlation with the dimensions of Self acceptance such as Self-worth r (156) = .32, p < .01 and Tolerance r(156) = .29, p < .01.Personal aspiration shows a moderate positive correlation with willingness r(156) = .42, p < .01. But Personal aspiration has no such significant correlation with Nonjudgment r(156) = .13, p > .01. So far as the total Self acceptance is concerned, Personal Aspiration is correlated with Self acceptance- Total r(156) = .60, p < .01 strongly and positively. In these results, the p-values for the correlation between Personal Aspiration and Self acceptance and its components were less than the significance level of .01, which indicates that the correlation coefficients were significant except with Nonjudgment.

The Personal Aspiration shows significant positive correlation with Social Adjustment r(156) = .36, p < .01, Emotional Adjustment r(156) = .45, p < .01 and Total Socio-emotional Adjustment r(166) = .48, p < .01.

It is clear by table 36 that Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(156) = .29, p < .01, Nonjudgment r(156) = .24, p < .01 and willingness r(156) = .30, p < .01 . But Educational aspiration has no such significant correlation with Tolerance r(156) = .36, p < .01. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total r(156) = .56, p < .01 significantly and positively.

Educational Aspiration shows a significant positive correlation with Social Adjustment r(156) = .36, p < .01, Emotional Adjustment r(156) = .39, p < .01 and Total Socio-emotional Adjustment r(156) = .45, p < .01.

It is clear by table 36 that Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(156) = .19$, $p < .01$, Tolerance $r(156) = .26$, $p < .01$ and Willingness $r(156) = .44$, $p < .01$. But Career aspiration has no such significant correlation with Nonjudgment $r(156) = .11$, $p < .01$. So far as the total Self acceptance is concerned Career Aspiration is correlated with Self acceptance- Total $r(156) = .48$, $p < .01$ significantly and positively.

The Career Aspiration shows significant positive correlation with Social Adjustment $r(156) = .18$, $p < .01$, Emotional Adjustment $r(156) = .30$, $p < .01$ and Total Socio-emotional Adjustment $r(156) = .29$, $p < .01$.

It is clear by table 36 that Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(156) = .33$, $p < .01$, Non Judgement $r(156) = .24$, $p < .0.01$, Tolerance $r(156) = .26$, $p < .01$ and willingness $r(156) = .25$, $p < .01$. So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total $r(156) = .50$, $p < .01$ significantly and positively.

The Social Aspiration shows a significant positive correlation with Social Adjustment $r(156) = .18$, $p < .01$, Emotional Adjustment $r(156) = .42$, $p < .01$, and Total Socio-emotional Adjustment $r(156) = .37$, $p < .01$.

It is clear by table 36 that the Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(156) = .37$, $p < .01$, Nonjudgment $r(156) = .28$, $p < .01$ Tolerance $r(156) = .35$, $p < .01$ and willingness $r(156) = .46$, $p < .01$. So far as the total Self acceptance is concerned

Level of Aspiration- Total is correlated with Self acceptance- Total r (156) = .67, p <
.01 significantly and positively.

The Level of Aspiration- Total shows a significant positive correlation with
Social Adjustment r(156) = .37, p < .01, Emotional Adjustment r(156) = .47, p < .01,
and Total Socio-emotional Adjustment r(156) = .50, p < .01.

Table 37

Correlation between Independent and Dependent Variables for Hearing Impaired Boys (irrespective of school setting) (N=151)

	Self-worth	Nonjudgment	Tolerance	Willingness	Self acceptance Total	Social Adjustment	Emotional Adjustment	Socio-emotional Adjustment Total
Personal Aspiration	.225**	.131	.135	.258**	.328**	.224**	.435**	.406**
Educational aspiration	.172*	.321**	.205*	.240**	.395**	.257**	.364**	.375**
Career aspiration	.153	.124	.280**	.215**	.355**	.182*	.383**	.350**
Social aspiration	.214**	.311**	.240**	.242**	.316**	.253**	.412**	.378**
Total Level of Aspirations	.284**	.347**	.294**	.284**	.412**	.289**	.452**	.452**

It is clear by table 37 that Personal Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self- worth $r(149) = .23$, $p < .01$ and willingness $r(149) = .26$, $p < .01$. But Personal aspiration has no such significant correlation with Nonjudgment $r(149) = .13$, $p < .01$ and Tolerance $r(149) = .14$, $p < .01$. So far as the total Self acceptance is concerned Personal Aspiration is correlated with Self acceptance- Total $r(149) = .33$, $p < .01$ significantly and positively.

The Personal Aspiration shows significant positive correlation with Social Adjustment $r(149) = .22$, $p < .01$, Emotional Adjustment $r(149) = .44$, $p < .01$ and Total Socio-emotional Adjustment $r(149) = .41$, $p < .01$.

It is clear by table 37 that Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(149) = .17$, $p < .01$, Nonjudgment $r(149) = .32$, $p < .01$, Tolerance $r(149) = .21$, $p < .01$ and willingness $r(149) = .24$, $p < .01$. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total $r(149) = .40$, $p < .01$ significantly and positively.

The Educational Aspiration shows a significant positive correlation with Social Adjustment $r(149) = .26$, $p < .01$, Emotional Adjustment $r(149) = .36$, $p < .01$, and Total Socio-emotional Adjustment $r(149) = .38$, $p < .01$

It is clear by table 37 that Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(149) = .15$, $p < .01$, Tolerance $r(149) = .28$, $p < .01$ and Willingness $r(149) = .22$, $p < .01$. But Career aspiration has no such significant correlation with Nonjudgment $r(149) = .12$,

p < .01 . So far as the total Self acceptance is concerned Career Aspiration is correlated with Self acceptance- Total r(149) = .36, p < .01   significantly and positively.

The Career Aspiration shows significant positive correlation with Social Adjustment r(149) = .18, p < .01, Emotional Adjustment r(149) = .38, p < .01   and Total Socio-emotional Adjustment r(149) = .35, p < .01 .

It is clear by table 37 that Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(149) = .21, p < .01, Non Judgement r(149) = .31, p < .01, Tolerance r(149) = .24, p < .01and willingness r(149) = .24, p < .01 . So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total r(149) = .32, p < .01 significantly and positively.

The Social Aspiration shows a significant positive correlation with Social Adjustment r(149) = .25, p < .01, Emotional Adjustment r(149) = .41, p < .01, and Total Socio-emotional Adjustment r(149) = .38, p < .01.

Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(149) = .28, p < .01, Non Judgement r(149) = .35, p < .01   Tolerance r(149) = .29, p < .01   and willingness r(149) = .28, p < .01   . So far as the total Self acceptance is concerned Level of Aspiration- Total is correlated with Self acceptance- Total r(149) = .41, p < .01 significantly and positively.

The Level of Aspiration- Total shows a significant positive correlation with Social Adjustment, r(149) = .29, p < .01   Emotional Adjustment r(149) = .45, p < .01, and Total Socio-emotional Adjustment r(149) = .45, p < .01

Table 38

Correlation between Independent and Dependent Variables for Hearing Impaired Girls (irrespective of school setting) (N=127)

	Self-worth	Nonjudgment	Tolerance	Willingness	Self acceptance Total	Social Adjustment	Emotional Adjustment	Socio-emotional Adjustment Total
Personal Aspiration	.200*	.129	.321**	.365**	.417**	.321**	.354**	.423**
Educational aspiration	.213*	.118	.391**	.299**	.430**	.365**	.361**	.453**
Career aspiration	.084	.059	.217*	.326**	.290**	.199*	.219*	.262**
Social aspiration	.213*	.187*	.289**	.198*	.357**	.172**	.359**	.341**
Total Level of Aspirations	.284**	.215*	.393**	.415**	.462**	.345**	.386**	.458**

It is clear by table 38 that Personal Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(125) = .20$, $p < .01$, Tolerance $r(125) = .32$, $p < .01$ and willingness $r(125) = .36$, $p < .01$. But Personal aspiration has no such significant correlation with Nonjudgment $r(125) = .13$, $p < .01$. So far as the total Self acceptance is concerned, Personal Aspiration is correlated with Self acceptance- Total $r(125) = .42$, $p < .01$ moderate significantly and positively.

The Personal Aspiration shows significant positive correlation with Social Adjustment $r(125) = .32$, $p < .01$, Emotional Adjustment $r(125) = .35$, $p < .01$ and Total Socio-emotional Adjustment $r(125) = .42$, $p < .01$

It is clear by table 38 that Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(125) = .21$, $p < .01$, Tolerance $r(125) = .39$, $p < .01$ and willingness $r(125) = .30$, $p < .01$. But Educational aspiration has no such significant correlation with Nonjudgment $r(125) = .12$, $p < .01$. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total $r(125) = .43$, $p < .01$ significantly and positively.

The Educational Aspiration shows a significant positive correlation with Social Adjustment $r(125) = .37$, $p < .01$, Emotional Adjustment $r(125) = .36$, $p < .01$, and Total Socio-emotional Adjustment $r(125) = .45$, $p < .01$

It is clear by table 38 that Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Tolerance $r(125) = .22$, $p < .01$ and Willingness $r(125) = .33$, $p < .01$. But Career aspiration has no such

significant correlation with Self Worth r(125) = .08, p < .01, Nonjudgment r(125) = .06, p < .01 . So far as the total Self acceptance is concerned Career Aspiration is correlated with Self acceptance- Total r(125) = .29, p < .01 significantly and positively.

The Career Aspiration shows a significant positive correlation with Social Adjustment r(125) = .20, p < .01, Emotional Adjustment r(125) = .22, p < .01, and Total Socio-emotional Adjustment r(125) = .26, p < .01.

It is clear by table 38 that Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth (125) = .21, p < .01, Non Judgement r(125) = .19, p < .01, Tolerance r(125) = .29, p < .01 and willingness r(125) = .20, p < .01. So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total r(125) = .36, p < .01 significantly and positively.

The Social Aspiration shows significant positive correlation with Social Adjustment r(125) = .17, p < .01 , Emotional Adjustment r(125) = .36, p < .01 and Total Socio-emotional Adjustment r(125) = .34, p < .01.

It is clear by table 38 that the Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(125) = .28, p < .01, Non Judgement r(125) = .22, p < .01 Tolerance r(125) = .40, p < .01 and willingness (125) = .42, p < .01. So far as the total Self acceptance is concerned Level of Aspiration- Total is correlated with Self acceptance- Total (125) = .46, p < .01 significantly and positively.

The Level of Aspiration- Total shows a significant positive correlation with Social Adjustment, $r(125) = .35$, $p < .01$ Emotional Adjustment $r(125) = .39$, $p < .01$, and Total Socio-emotional Adjustment $r(125) = .46$, $p < .01$.

Phase III: Multiple Regression Analysis

Table 39

Correlation Matrix of Independent Variables for Hearing Impaired Students in Inclusive Schools (N= 120)

Variables	SW	NJM	TLC	WLS	SA- Total	SLA	ELA	SEA-Total	LA
SW	1								
NJM	.284**	1							
TLC	.291**	.262**	1						
WLS	.129	.141	.293**	1					
SA-Total	.594**	.639**	.715**	.665**	1				
SLA	.251**	.340**	.388**	.342**	.509**	1			
ELA	.366**	.464**	.575**	.416**	.698**	.284**	1		
SEA-Total	.393**	.511**	.615**	.477**	.767**	.723**	.868**	1	
LA	.271	.383	.467	.423	.598	.548	.659	.759	1

Table 39 reveals that there exists a significant positive correlation between the predictor variables (Self acceptance and Socio-emotional Adjustment) and the criterion variable (Level of Aspiration) for Hearing Impaired students in Inclusive schools. It is evident that Socio-emotional Adjustment is having the highest correlation (r = .759, **p<.01) with the Level of aspiration followed by Self acceptance (r = .598, **p<.01). All the correlation indices obtained are significant at the .01 level.

The table reveals that there exists a significant positive correlation between the dimensions of predictor variables and the criterion variable, for Hearing Impaired students in Inclusive schools. It is observed that Emotional adjustment (r = .659, **p<.01) has the highest correlation with the Level of Aspiration followed by Social Adjustment (r = .548, **p<.01) and Tolerance (r = .467, **p<.01). All the predictor variables are also significantly correlated with each other.

The Majority of correlation indices obtained are significant at the .01 levels and a few significant at .05 levels. All the significant variables are entered for regression analysis.

Table 40

Determinants (Dimensions of Self acceptance and Socio-emotional Adjustment) of Level of Aspiration for Hearing Impaired Students in Inclusive Schools (N=120)

Variables added	R	R²	R² Change	F
ELA	.659	.435	.435	90.669
ELA, SLA	.759	.577	.142	79.564

Constant= -15.780
** Significant at 0.01 level

It is evident from the results of regression analysis presented in table 40 that *F* ratios are significant at the .01 level only for Emotional Adjustment (ELA) and Social Adjustment (SLA)indicating that among all the dimensions of independent variables under study only ELA, SLA are the most excellent predictors of Level of Aspiration for Hearing Impaired students in Inclusive Schools.

Table 41

Regression Coefficients of Determinant's Contribution in Predicting the Criterion Variable (Level of Aspiration) for Hearing Impaired Students in Inclusive Schools (N=120)

Variable added	Constant	Beta (β)	Regression coefficient
ELA	-15.780	.548	.737
SLA		.393	.736

Table 41 also makes clear that these two variables together explain 57.7% of the variance in Level of Aspiration, of which 43.5% is explained by Emotional Adjustment and 14.2% by Social Adjustment.

To predict the Level of Aspiration of any Hearing Impaired student belonging to an Inclusive School is not included in the sample, the following regression equation may be used

$$Y = 0.737X_1 + 0.736X_2 - 15.780$$

Where Y stands for the predicted Level of Aspiration score, X1 for a score on ELA(Emotional Adjustment), and X2 for the score on SLA(Social Adjustment) while -15.780 is the constant term. If the scores on X1 and X2 are known, the Level of

Aspiration(Y) of that student may be predicted by using the above regression equation.

Table 42

Correlation Matrix of Independent Variables for Hearing Impaired Students in Special Schools (N=158)

Variables	SW	NJM	TLC	WLS	SA Total	SLA	ELA	SEA-Total	LA
SW	1								
NJM	.195*	1							
TLC	.013	.093	1						
WLS	.092	.015	.144	1					
SA-Total	.517**	.525**	.423**	.531**	1				
SLA	.246**	.300**	.314**	.258**	.519**	1			
ELA	.340**	.300**	.347**	.464**	.680**	.416**	1		
SEA-Total	.353**	.355**	.394**	.441**	.721**	.801**	.878**	1	
LA	.375**	.263**	.376**	.520**	.718**	.367**	.521**	.537**	1

The table reveals that there exists a significant positive correlation between the predictor variables (Self acceptance and Socio-emotional Adjustment) and the criterion variable (Level of Aspiration) for Hearing Impaired students in Special schools. It is evident that Self acceptance is having the highest correlation ($r = .718$, $**p<.01$) with the Level of aspiration followed by Socio-emotional Adjustment ($r = .537$, $**p<.01$). All the correlation indices obtained are significant at the .01 level.

The table reveals that there exists a significant positive correlation between the dimensions of predictor variables and the criterion variable, for Hearing Impaired students in Special schools. It is observed that Emotional adjustment (r = .521, **p<.01) has the highest correlation with the Level of Aspiration followed by Willingness(r = .520, **p<.01) and Tolerance (r = .376, **p<.01). All the predictor variables are also fairly correlated with each other.

The majority of correlation indices obtained are significant at .01 levels and a few significant at .05 levels. All the significant variables are entered for regression analysis.

Table 43

Determinants (Dimensions of SA and SEA) of Level of Aspiration for Hearing Impaired Students in Special Schools (N=158)

Model	R	R²	R² change	F
ELA	.521	.272	.272	58.174
ELA, WLS	.608	.370	.099	45.569
ELA, WLS, TLC	.653	.427	.056	38.181
ELA, WLS, TLC, SW	.700	.490	.064	36.791

It is evident from the results of regression analysis presented in the above table that 'F' ratios are significant at the .01 level only for ELA(Emotional Adjustment), WLS(Willingness), TLE (Tolerance), and SW(Self Worth)indicating that among all the dimensions of independent variables under study only ELA, WLS, TLC and SW

are the most excellent predictors of Level of Aspiration for Hearing Impaired students in Special Schools.

The above table also makes clear that these four variables together explain 49.2% of the variance in Level of Aspiration, of which 27.2% is explained by Emotional Adjustment and 9.9% by Willingness,5.6% by Tolerance, and 6.45 by Self Worth.

Table 44

Regression Coefficients of Determinant's Contribution in Predicting the Criterion Variable (Level of Aspiration) for Hearing Impaired Students in Special Schools (N=158)

Variable added	Constant	Beta (β)	Regression Coefficient
ELA		.448	1.229
WLS	-29.060	.292	1.152
TLC		.337	1.146
SW		.244	.724

To predict the Level of Aspiration of any Hearing Impaired student belonging to a Special School setting not included in the sample, the following regression equation may be used

$$Y = 1.229X_1 + 1.152X_2 + 1.146X_2 + 0.724X_4 - 29.060$$

Where Y stands for the predicted Level of Aspiration score, X1 for a score of ELA (Emotional Adjustment), X2 for a score of WLS(Willingness), X3 for a score of

TLC(Tolerance), and X4 for the SW(Self Worth) while -29.060 is the constant term. If the scores on X1, X2, X3, and X4 are known, the Level of Aspiration(Y) of that student may be predicted by using the above regression equation.

Table 45

Correlation Matrix of Independent Variables for Total Sample (irrespective of school setting) (N=278)

Variables	SW	NJM	TLC	WLS	SA-Total	SLA	ELA	SEA-Total	LA
SW	1								
NJM	.245**	1							
TLC	.144*	.074	1						
WLS	.155**	.095	.219**	1					
SA-Total	.572**	.574**	.588**	.675**	1				
SLA	.274**	.327**	.346**	.339**	.534**	1			
ELA	.364**	.376**	.457**	.453**	.686**	.374**	1		
SEA-Total	.390**	.426**	.491**	.485**	.744**	.779**	.873**	1	
LA	.243**	.257**	.372**	.310**	.491**	.326**	.496**	.507**	1

The table reveals that there exists a significant positive correlation between the predictor variables (Self acceptance and Socio-emotional Adjustment) and the criterion variable (Level of Aspiration) for total Hearing Impaired students. It is evident that Socio-emotional Adjustment is having the highest correlation ($r = .507$, **$p<.01$) with the Level of aspiration followed by Self acceptance ($r = .491$, **$p<.01$). All the correlation indices obtained are significant at the .01 level.

The table reveals that there exists a significant positive correlation between the dimensions of predictor variables and the criterion variable, for total Hearing Impaired students. It is observed that Emotional adjustment (r = .496, **p<.01) has the highest correlation with the Level of Aspiration followed by Tolerance(r = .372, **p<.01) and Social adjustment (r = .33, **p<.01). All the predictor variables are also fairly correlated with each other.

The majority of correlation indices obtained are significant at .01 levels and a few significant at .05 levels. All the significant variables are entered for regression analysis.

Based on the statistics presented in table 45 multiple regression analysis was carried out to know the potential predictors of the Level of Aspiration for Hearing Impaired students.

Table 46

Determinants (Dimensions of Self acceptance and Socio-emotional Adjustment) of Level of aspiration for Total Sample (irrespective of school setting) (N=278)

Model	R	R^2	R^2 Change	F
ELA	.496	.246	.246	90.197
ELA, TLC	.522	.273	.027	51.605
ELA, TLC, SLA	.536	.287	.014	36.767

It is evident from the results of regression analysis presented in the above table that 'F' ratios are significant at the .01 level only for ELA (Emotional Adjustment),

TLC (Tolerance), and SLA (Social Adjustment) indicating that among all the dimensions of independent variables under study only ELA, TLC, SLA are the most excellent predictors of Level of Aspiration for Total sample of Hearing Impaired students.

The above table also makes clear that these three variables together explain 28.7% of the variance in Level of Aspiration, of which 24.6% is explained by Emotional Adjustment and 2.7% by Tolerance, 1.4% by Social Adjustment.

Table 47

Regression Coefficients of Determinant's Contribution in Predicting the Criterion Variable (Level of Aspiration) for Total Sample (Irrespective of School Setting) (N=278)

Variable added	Constant	Beta (β)	Regression Coefficient
ELA		.377	.564
TLC	11.539	.154	.505
SLA		.131	.253

To predict the Level of Aspiration of any Hearing Impaired students is not included in the sample, the following regression equation may be used

$$Y = 0.564X_1 + 0.505X_2 + 0.253X_3 + 11.539$$

Where Y stands for the predicted Level of Aspiration score, X1 a for the score of ELA(Emotional Adjustment), X2 for the score of TLC(Tolerance), and X3 for the score of Social Adjustment(SLA) while 11.539 is the constant term. If the scores on

X1, X2, and X3 are known, the Level of Aspiration(Y) of Hearing Impaired students may be predicted by using the above regression equation.

Table 48

Correlation Matrix of Independent Variables for Hearing Impaired Boys (irrespective of school setting) (N=151)

	SW	NJM	TLC	WLS	SA-Total	SLA	ELA	SEA-Total	LA
SW	1								
NJM	.247**	1							
TLC	.058	.069	1						
WLS	.134	.112	.179*	1					
SA-Total	.535**	.559**	.559**	.693**	1				
SLA	.231**	.401**	.334**	.280**	.522**	1			
ELA	.351**	.433**	.461**	.471**	.729**	.431**	1		
SEA-Total	.353**	.494**	.479**	.458**	.754**	.795**	.890**	1	
LA	.220**	.314**	.316**	.247**	.460**	.283**	.524**	.495**	1

The table reveals that there exists a significant positive correlation among the predictor variables (Self acceptance and Socio-emotional Adjustment) and the criterion variable (Level of Aspiration) for Hearing Impaired Boys irrespective of school settings. It is evident that Socio-emotional Adjustment is having the highest correlation (r = .495, **p<.01) with the Level of aspiration followed by Self acceptance (r = .460, **p<.01). All the correlation indices obtained are significant at the .01 level.

The table reveals that there exists a significant positive correlation between the dimensions of predictor variables and the criterion variable, for Hearing Impaired Boys irrespective of School settings. It is observed that Emotional adjustment (r = 0.524, **p<.01) has the highest correlation with the Level of Aspiration followed by Tolerance(r = .316, **p<.01) and Nonjudgment (r = .314, **p<.01). All the predictor variables are also fairly correlated with each other.

The majority of correlation indices obtained are significant at .01 levels and a few significant at .05 levels. All the significant variables are entered for regression analysis.

Based on the statistics presented in table 48 multiple regression analysis was carried out to know the potential predictors of the Level of Aspiration for Hearing Impaired Boys (irrespective of school setting)

Table 49

Determinants (Dimensions of Self acceptance and Socio-emotional Adjustment) of Level of Aspiration for Hearing Impaired Boys (irrespective of school setting) (N=151)

Model	R	R²	R² Change	F
ELA	.524	.274	.274	56.337

It is evident from the results of regression analysis presented in the above table that *F* ratios are significant at the .01 level only for ELA (Emotional Adjustment) indicating that among all the dimensions of independent variables under study only

Emotional Adjustment is the most excellent predictor of Level of Aspiration for Hearing Impaired Boys irrespective of School settings.

The above table also makes clear that the variable Emotional Adjustment explains 27.4% of the variance in the Level of Aspiration.

Table 50

Regression Coefficients of Determinant's Contribution in Predicting the Criterion Variable (Level of Aspiration) for Hearing Impaired Boys (Irrespective of School Setting) (N=151)

Variable added	Constant	Beta (β)	Regression coefficient
Emotional Adjustment	-15.780	.524	.751

To predict the Level of Aspiration of any Hearing Impaired Boys irrespective of the School setting is not included in the sample, the following regression equation may be used

$$Y = 0.751 X_1 - 15.780$$

Where Y stands for the predicted Level of Aspiration score, X1 for the score on ELA(Emotional Adjustment), and -15.780 is the constant term. If the scores on X1 are known, the Level of Aspiration(Y) of that student may be predicted by using the above regression equation.

Table 51

Correlation Matrix of Independent Variables for Hearing Impaired Girls (irrespective of school setting) (N=127)

Variables	SW	NJM	TLC	WLS	SA-Total	SLA	ELA	SEA-Total	LA
SW	1								
NJM	.215*	1							
TLC	.205*	.041	1						
WLS	.193*	.087	.285**	1					
SA-Total	.593**	.574**	.600**	.681**	1				
SLA	.303**	.243**	.340**	.421**	.536**	1			
ELA	.340**	.291**	.415**	.458**	.615**	.278**	1		
SEA-Total	.403**	.336**	.476**	.551**	.723**	.758**	.837**	1	
LA	.238**	.179**	.411**	.400**	.503**	.358**	.434**	.499**	1

The table reveals that there exists a significant positive correlation among the predictor variables (Self acceptance and Socio-emotional Adjustment) and the criterion variable (Level of Aspiration) for Hearing Impaired Girls irrespective of school settings. It is evident that Self acceptance is having the highest correlation (r = .503, **p<.01) with the Level of aspiration followed by Socio-emotional Adjustment (r = .499, **p<.01). All the correlation indices obtained are significant at the .01 level.

The table reveals that there exists a significant positive correlation between the dimensions of predictor variables and the criterion variable, for Hearing Impaired Girls irrespective of school settings. It is observed that Emotional adjustment (r =

.434, **p<.01) has the highest correlation with the Level of Aspiration followed by Tolerance(r = .411, **p<.01) and Willingness (r = .400, **p<.01). All the predictor variables are also fairly correlated with each other. The majority of correlation indices obtained are significant at .01 levels and a few significant at .05 levels. All the significant variables are entered for regression analysis.

Based on the statistics presented in table 51 and multiple regression analysis was carried out to know the potential predictors of the Level of Aspiration for the group of Hearing Impaired Girls (Irrespective of school setting).

Table 52

Determinants (Dimensions of Self acceptance and Socio-emotional Adjustment) of Level of Aspiration for Hearing Impaired Girls (irrespective of school setting) (N=127)

Variable Added	R	R²	R² Change	F
ELA	.434	.188	.188	28.981
ELA, TLC	.503	.253	.065	20.972
ELA, TLC, WLS	.540	.292	.039	16.900

It is evident from the results of regression analysis presented in the above table that 'F' ratios are significant at the .01 level only for ELA(Emotional Adjustment), TLE (Tolerance), and WLS(Willingness) indicating that among all the dimensions of independent variables under study only ELA, TLC, WLS are the most excellent predictors of Level of Aspiration for Hearing Impaired Girls irrespective of school settings.

The above table also makes clear that these three variables together explain 29.2% of the variance in Level of Aspiration, of which 18.8% is explained by Emotional Adjustment 6.5% by TLC, and 3.9% by WLS.

Table 53

Regression Coefficients of Determinant's Contribution in Predicting the Criterion Variable (Level of Aspiration) for Hearing Impaired Girls (Irrespective of School Setting) (N=127)

Variable added	Constant	Beta (β)	Regression coefficient
ELA		.226	.367
TLC	9.298	.254	.851
WLS		.224	.609

To predict the Level of Aspiration of any Hearing Impaired Girls (irrespective of school setting) not included in the sample, the following regression equation may be used

$$Y = 0.367 X_1 + 0.851 X_2 + 0.609 X_3 + 9.298$$

Where Y stands for the predicted Level of Aspiration score, X1 for the score on ELA(Emotional Adjustment) and X2 for the score of TLC(Tolerance), and X3 score for WLS(Willingness) while 9.298 is the constant term. If the scores on X1, X2, and X3 are known, the Level of Aspiration(Y) of that student may be predicted by using the above regression equation.

CHAPTER V

SUMMARY, FINDINGS, AND SUGGESTIONS

- Objectives of the Study

- Hypotheses of the Study

- Method of the Study

- Summary of Findings

- Tenability of Hypotheses

- Suggestions for Further Research

- Conclusions

This chapter gives an overview of the important aspects of the study in which study in retrospect, the major findings of the study, the tenability of hypotheses, and suggestions for further research are included. All these are organized in the following heads:

Study in retrospect

Variables of the study

Objectives of the study

Hypotheses of the Study

Methodology

Major Findings

Tenability of Hypotheses

Suggestions for further research

Study in Retrospect

The present study was Self acceptance and Socio-emotional Adjustment in relation to Level of Aspiration among Hearing impaired Secondary School students in Inclusive and Special schools

Variables of the Study

The variables of the study are listed below

Independent variables

- Self acceptance

- Socio-emotional Adjustment

Dependent variable

• Level of Aspiration

Classificatory variables

• School settings (Inclusive schools and Special Schools)

• Gender

Objectives of the Study

The Objectives of the study are as follows:

1) To find out the level of Self acceptance among Hearing impaired secondary school students for the total sample and subsample

2) To find out the level of Socio-emotional Adjustment among Hearing impaired secondary school students for the total sample and subsample

3) To find out whether there is any significant difference exists in the mean scores of total Self acceptance and its dimensions of Hearing impaired secondary students based on school settings (Inclusive vs. Special schools) and gender.

4) To find out whether there is any significant difference exists in the mean scores of total Socio-emotional Adjustment and its dimensions of Hearing Impaired secondary students based on school settings (Inclusive vs. Special schools) and gender.

5) To find out whether there is any significant difference exists in the mean scores of the total Level of Aspiration and its dimensions of Hearing Impaired

secondary students based on school settings (Inclusive vs. Special schools) and gender.

6) To study the relationship between Self acceptance and Level of Aspiration of Hearing Impaired secondary school students for the total and sub sample based on school settings (Inclusive vs. Special schools) and gender.

7) To study the relationship between Socio-emotional Adjustment and Level of Aspiration of Hearing Impaired secondary school students for the total and subsample based on school settings (Inclusive vs. Special schools) and gender.

8) To find out the best predictors of the Level of Aspiration of Hearing Impaired secondary school students among the select independent variables and their components for the total sample and subsample based on school settings (Inclusive vs. Special schools) and gender.

Hypotheses of the Study

1. There will be significant difference in the mean scores of Self acceptance of Hearing Impaired Secondary school students for the sub sample based on

   School settings (Inclusive Vs. Special Schools)
   Gender

1.1. There will be significant difference in the mean scores of Self-worth of Hearing Impaired Secondary school students for the sub sample based on

   School settings (Inclusive Vs. Special Schools)
   Gender

1.2.   There will be significant difference in the mean scores of Nonjudgment of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

1.3.   There will be significant difference in the mean scores of Tolerance of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

1.4.   There will be significant difference in the mean scores of Willingness of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

1.5.   There will be significant difference exists between the Hearing Impaired Boys in Inclusive Schools and Special Schools with regard to Self acceptance and its different dimensions like

a.   Self-worth

b.   Nonjudgment

c.   tolerance

d.   willingness

1.6. There will be significant difference exists between the Hearing Impaired Girls in Inclusive Schools and Special Schools with regard to Self acceptance and its different dimensions like

    a. Self-worth

    b. Nonjudgment

    c. tolerance

    d. willingness

2. There will be significant difference in the mean scores of Socio-emotional Adjustment of Hearing Impaired Secondary school students for the sub sample based on

    a) School settings (Inclusive Vs. Special Schools)

    b) Gender

2.1. There will be significant difference in the mean scores of Social Adjustment of Hearing Impaired Secondary school students for the sub sample based on

    a) School settings (Inclusive Vs. Special Schools)

    b) Gender

2.2. There will be significant difference in the mean scores of Emotional Adjustment of Hearing Impaired Secondary school students for the sub sample based on

    a) School settings (Inclusive Vs. Special Schools)

    b) Gender

2.3. There will be significant difference exists between Hearing Impaired Boys in inclusive schools and Special Schools with regard to Socio-emotional Adjustment and its different dimensions like

    a. Social Adjustment

    b. Emotional Adjustment

2.4. There will be significant difference exists between Hearing Impaired Girls in inclusive schools and Special Schools with regard to Socio-emotional Adjustment and its different dimensions like

    a. Social Adjustment

    b. Emotional Adjustment

3. There will be significant differences in the mean scores of Level of Aspiration of Hearing Impaired Secondary school students for the sub sample based on

    a) School settings (Inclusive Vs. Special Schools)

    b) Gender

3.1. There will be significant difference in the mean scores of Personal Aspiration of Hearing Impaired Secondary school students for the sub sample based on

    a) School settings (Inclusive Vs. Special Schools)

    b) Gender

3.2. There will be significant difference in the mean scores of Educational Aspiration of Hearing Impaired Secondary school students for the sub sample based on

    a)   School settings (Inclusive Vs. Special Schools)

    b)   Gender

3.3.   There will be significant difference in the mean scores of Career Aspiration of Hearing Impaired Secondary school students for the sub sample based on

    a)   School settings (Inclusive Vs. Special Schools)

    b)   Gender

3.4.   There will be significant difference in the mean scores of Social Aspiration of Hearing Impaired Secondary school students for the sub sample based on

    a)   School settings (Inclusive Vs. Special Schools)

    b)   Gender

3.5.   There will be significant difference exists between the Hearing Impaired Boys belonging to inclusive schools and Special schools with regard to Level of Aspiration and its different dimensions like

    a.   Personal Aspiration

    b.   Educational Aspiration

    c.   Career Aspiration

    d.   Social Aspiration

3.6.   There will be significant difference exists between the Hearing Impaired Girls belonging to inclusive schools and Special schools with regard to Level of Aspiration and its different dimensions like

    a.   Personal Aspiration

b.   Educational Aspiration

c.   Career Aspiration

d.   Social Aspiration

4.   There will be significant relationship between Self acceptance and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

4.1   There will be significant relationship between Self-worth and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

4.2   There will be significant relationship between Nonjudgment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

4.3   There will be significant relationship between Tolerance and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

4.4   There will be significant relationship between Willingness and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

5.   There will be significant relationship between Socio-emotional Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

5.1   There will be significant relationship between Social Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

5.2   There will be significant relationship between Emotional Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

6.   The dependent variable is significantly predicted by one or more of the independent variables or its components for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

Methodology

Sample

In the present study, the investigator adopted the survey method. Since the present study analyses the Self acceptance, Socio-emotional Adjustment, and Level of aspirations of Hearing Impaired secondary school students in Kerala, the population for the study constitutes all the students studying at the secondary level in various special schools and inclusive schools in Kerala. The investigator selected 158 Hearing Impaired students studying in the 8th,9th, and 10th classes of Ten Special schools and 120 Hearing Impaired students studying in the 8th, 9th, and 10th classes of inclusive schools for the present study. Stratified random sampling technique was used in the study. Due representation was given the o type of school settings(Inclusive and Special school) and gender while selecting the sample. The Survey was carried out in seven revenue districts of Kerala, viz Thiruvananthapuram, Ernakulam, Thrissur, Malappuram, Wayanad, Kozhikode, and Kannur.

The research design is quantitative and descriptive in nature.

Tools Used for the Collection of Data

For the collection of data related to the present study, the following tools were employed.

1.   Self acceptance Scale (Bincy & Meera, 2017)

2.   Socio-emotional Adjustment Scale (Bincy & Meera, 2017)

3.   Level of aspiration Scale (Bincy & Meera, 2017)

Statistical Techniques Used for the Study

The present study is quantitative in nature, both descriptive and inferential statistics were used for analysing the data to attain valid generalisable conclusions. The statistical techniques used in the present study are described as follows.

Descriptive Statistics

Descriptive statistics like Mean, Median, Mode, Standard deviation, Skewness, and Kurtosis were calculated for each independent and dependent variable for the total sample and sub sample based on School settings(Inclusive Vs. Special Schools) and Gender. Descriptive statistics give an idea about the nature of the distribution of independent and dependent variables.

Percentage Analysis

Percentage analysis was done to find out the existing levels of Self acceptance and Socio-emotional Adjustment of Hearing Impaired secondary school students for the total samples and sub samples based on School settings(Inclusive vs. Special schools) and Gender.

Mean Difference Analysis

A test of significance of the difference between the mean of the large independent sample was used to assess the difference in the independent variables Self acceptance and Socio-emotional Adjustment and the dependent variable Level of Aspiration of Hearing Impaired secondary school students based on School settings(Inclusive vs. Special schools) and Gender.

Correlation

The degree of the relationship between the independent variable Self acceptance and Socio-emotional Adjustment on the dependent variable Level of aspiration was carried out by using Pearson's Product moment coefficient of correlation.

Stepwise Multiple Regression Analysis

Stepwise Multiple Regression analysis was used to determine the best predictors of the independent variables in predicting the dependent variable.

Major Findings of the Study

The important findings of the present study are as follows:

1.   **Level of Self acceptance and Socio-emotional Adjustment for the Total Sample**

It was found that the majority of Hearing Impaired students (68%) possess only a moderate level of Self acceptance. Only 15% of students have a high level of Self acceptance and 17% of students possess a low level of Self acceptance.

The level of Socio-emotional Adjustment of students is such that, 61% of students possess a moderate level of Socio-emotional Adjustment. It can also be seen that only 19% of students possess a high level of Socio-emotional Adjustment, while 20% of students possess a low level of Socio-emotional Adjustment.

2. **Level of Self acceptance of Hearing Impaired students for the sub sample based on Gender and Type of school settings (Inclusive vs. Special)**

It was found that the percentage of students possessing a moderate level of Self acceptance is 69% and 65% for Hearing Impaired Boys and Hearing Impaired Girls. The percentage of students with a high level of Self acceptance is meager constituting 13% for males and 18% for females respectively. Whereas, 18 % of Hearing Impaired Boys and 17% of Hearing Impaired Girls possess a low level of Self acceptance. It is also evident that 64% of Hearing Impaired students studying in Inclusive schools possess a moderate level of Self acceptance, while it is 64% of students in Special Schools. Only 17% of students in Inclusive schools and 16% of students in Special schools possess a high level of Self acceptance. The percentage of students possessing a low level of Self acceptance in this category constitutes 19% and 20% respectively.

3. **Level of Socio-emotional Adjustment of Hearing Impaired students for the sub sample based on Gender and Type of school settings (Inclusive vs. Special)**

It was found that 58% of Hearing Impaired Boys and 62% of Hearing Impaired Girls have only moderate Levels of Socio-emotional Adjustment. Only 19% of Hearing Impaired Boys and 20% of Hearing Impaired Girls possess a high level of

Socio-emotional Adjustment. While students who possess a low level of Socio-emotional Adjustment constitute 23% of Hearing Impaired Boys and 18% of Hearing Impaired Girls respectively.

The moderate level of Socio-emotional Adjustment level of students studying in Inclusive and Special schools is 63% and 61% respectively. Only 18% of Hearing Impaired students in Inclusive schools and 17% of students in Special schools possess a high level of Socio-emotional Adjustment While 19% of students in Inclusive schools and 22% students of in Special schools possess a low level of Socio-emotional Adjustment.

4. **School settings (Inclusive vs. Special schools) differences in Self acceptance and its dimensions.**

The findings revealed that there was a significant difference in the Self acceptance of Hearing Impaired students studying in Inclusive schools and Special schools. The obtained critical value was ($t = 4.65$, $p < .01$)   which is significant at a 0.01 level. The dimensions of Self acceptance such as Self-worth ($t=2.82$, $p <.01$)and willingness($t=5.57$, $p <.01$)   between Inclusive and Special school students were also found to be significant at 0.01 level. The mean score of Hearing Impaired students in Inclusive schools was found to be higher which showed that Inclusive school students' Self acceptance was found to be higher when compared to their counterparts in special schools. however, there were no significant differences in Nonjudgment ($t=1.54$, NS). and Tolerance($t=.72$, NS) between Inclusive school students and Special school students.

5.   **Gender differences in Self acceptance and its dimensions.**

The findings revealed that there was a significant difference in the Self acceptance of Hearing Impaired Boys and Girls. The obtained critical value was (t=2.65, p <.01) which is significant at a 0.01 level. The dimensions of Self acceptance such as   Self-worth(t=2.49, p <.01)Nonjudgment (t=2.24, p <.01) and tolerance(t=2.60, p <.01), between Hearing Impaired Boys and Girls were as also found to be significance at 0.01 level. The mean scores of Girls were found to be higher which showed that Girls' Self acceptance was found to be higher when compared to their counterparts. However, there were no significant differences in willingness(t=0.31, p >.01), of Hearing Impaired Boys and Girls.

6.   **Differences in Hearing Impaired boys of Inclusive schools and Hearing Impaired boys of Special schools on Self acceptance and its dimensions**

The findings revealed that there was a significant difference in the Self acceptance of Hearing Impaired Boys in Special schools and Hearing Impaired Boys in Inclusive schools. The mean scores of Hearing Impaired students in Inclusive schools on Self-worth, Nonjudgment(t=1.97, p <.05), tolerance,   willingness(t=4.66, p <.01), and Total Self acceptance (t=3.86, p <.01), are higher than their counterparts in Special schools. The t values obtained for all the dimensions of Self acceptance for Hearing Impaired Boys are significant at .01 or .05 level except in Self-worth(t=0.99, p >.01), and Tolerance(t=0.69, p >.01),.

7. **Differences in Hearing Impaired girls of Inclusive schools and Hearing Impaired girls of Special schools on Self acceptance and its dimensions**

The findings revealed that there was a significant difference in the Self acceptance of Hearing Impaired Girls in Special schools and Hearing Impaired Girls in Inclusive schools. The mean scores of Hearing Impaired Girls students in Inclusive schools on Self-worth(t=3.36, p <.01), willingness (t=3.10, p <.01), and Total Self acceptance(t=2.94, p <.01), are higher than their counterparts in Special schools. The *t* values obtained for all the dimensions of Self acceptance are significant at the .01 level except in Nonjudgment(t=2.82, p <.01), and Tolerance(t=2.82, p <.01).

8. **School settings (Inclusive vs. Special schools) differences in Socio-emotional Adjustment and its dimensions.**

The findings revealed that there was a significant difference in the Socio-emotional Adjustment of Hearing Impaired students studying in Inclusive schools and Special schools. The obtained critical value was (t=3.21, p <.01)which is significant at 0.01 level. The dimensions of Socio-emotional Adjustment such as Social Adjustment(t=3.60, p <.01)and Emotional Adjustment (t=1.96, p <.05)between Hearing Impaired students in Inclusive and Special school was also found to be significant at 0.05 level.

9. **Gender differences in Socio-emotional Adjustment and its dimensions.**

The findings revealed that there was a significant difference in the Socio-emotional Adjustment of Hearing Impaired Boys and Girls. The obtained critical value was (t=2.97, p <.01) significant at a 0.01 level. The dimensions of Socio-

emotional Adjustment such as Emotional adjustment(t=3.19, p <.01) between Boys and Girls were also found to be significant at 0.01 level. However, there were no significant differences in Social adjustment(t=1.53, p >.01) among Hearing Impaired Boys and Girls.

10.   **Differences in Hearing Impaired boys of Inclusive schools and Hearing Impaired boys of Special schools on Socio-emotional Adjustment and its dimensions**

The findings revealed that there was a significant difference in the Socio-emotional Adjustment of Hearing Impaired Boys in Special schools and Hearing Impaired Boys in Inclusive schools. The mean scores of Hearing Impaired students in Inclusive schools on Social adjustment (t=3.18, p <.01), emotional adjustment and Total Socio-emotional Adjustment (t=2.78, p <.01), are higher than their counterparts in Special schools. The t values obtained for all the dimensions of Socio-emotional Adjustment are significant at the .01 level except in Emotional Adjustment(t=1.73, p >.01).

11.   **Differences in Hearing Impaired girls of Inclusive schools and Hearing Impaired girls of Special schools on Socio-emotional Adjustment and its dimensions**

The findings revealed that there was a significant difference in the Socio-emotional Adjustment of Hearing Impaired Girls in Special schools and Hearing Impaired Girls in Inclusive schools. The mean scores of Hearing Impaired students in Inclusive schools on Social adjustment (t=1.97, p <.05), emotional adjustment, and Total Socio-emotional Adjustment are higher than their counterparts in Special

schools. The t values obtained for Social Adjustment are Significant at the .05 level. But Emotional Adjustment (t=1.20, p >.01), and Total Socio-emotional Adjustment (t=1.95, p >.01) are not significant at .05 level

12. **School settings (Inclusive vs. Special schools) differences in Level of Aspiration and its dimensions.**

The findings revealed that there was a significant difference in the Level of Aspiration of Hearing Impaired students studying in Inclusive schools and Special schools. The obtained critical value was (t=3.84, p <.01), which is significant at a 0.01 level. The dimensions of Level of aspiration such as Educational aspiration(t=3.99, p <.01), Career aspiration(t=3.52, p <.01), and Social aspiration(t=2.36, p <.01) between Inclusive and Special school student were as also found to be significant at 0.01 level except Personal aspiration(*t*=1.41, *p* >.01).

13. **Gender differences in Level of aspiration and its dimensions**.

The findings revealed that there was a significant difference in the Level of Aspiration between Hearing Impaired Boys and Girls. The obtained critical value was (t=1.42, p >.01), which is not significant at 0.05 level. The dimensions of the Level of aspiration such as Personal aspiration(t=1.83, p >.01)and educational aspiration(t=2.10, p <.05), between Hearing Impaired Boys and Girls are significant at 0.05 level. While Career aspiration(t=1.22, p >.01), and Social aspiration(t=.39, p >.01)between Hearing Impaired Boys and Girls was not found to be significant at 0.05 level.

14. **Differences in Hearing Impaired boys of Inclusive schools and Hearing Impaired boys of Special schools on Level of aspiration and its dimensions**

The findings revealed that there was a significant difference in the Level of Aspiration of Hearing Impaired Boys in Special schools and Hearing Impaired Boys in Inclusive schools. The mean scores of Hearing Impaired students in Inclusive schools on Personal Aspiration(t=2.32, p <.05), Educational Aspiration(t=4.33, p <.01), Career Aspiration (t=3.95, p <.01), Social Aspiration(t=2.28, p <.05), and Total Level of Aspiration(t=3.11, p <.01), are lower than their counterparts in Special schools

15. **Differences in Hearing Impaired girls of Inclusive schools and Hearing Impaired girls of Special schools on Level of aspiration and its dimensions**

The findings revealed that there was a significant difference in the Level of Aspiration of Hearing Impaired Girls in Special schools and Hearing Impaired Girls in Inclusive schools. The mean scores of Hearing Impaired students in Inclusive schools on Personal Aspiration, Educational Aspiration(t=3.94, p <.01), Career Aspiration (t=3.37, p <.01), Social Aspiration (t=2.36, p <.05), and Total Level of Aspiration(t=2.31, p <.05), are lower than their counterparts in Special schools except for Personal Aspiration (t=0.56, p >.01).

16. **Correlation between dimensions of Self acceptance and dimensions of Level of Aspiration for the total sample**

The results of the study reveal that Personal Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(276)

= .18, p < .01, Nonjudgment r(276) = .14, p < .01, Tolerance r(276) = .29, p < .01 and willingness r(276) = .30, p < .01. So far as the total Self acceptance is concerned Personal Aspiration is correlated with Self acceptance- Total r(276) = .38, p < .01 significantly and positively. The obtained r values indicate that Personal aspiration increases when Self acceptance and its components increase.

Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(276) = .21, p < .01, Nonjudgment r(276) = .25, p < .01and willingness r(276) = .26, p < .01. But Educational aspiration has no such significant correlation with Tolerance r(276) = .11, p < .01. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total r(276) = .43, p < .01. significantly and positively. The obtained r values indicate that Educational aspiration increases when Self acceptance and its components increase.

Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(276) = .13, p < .01, Nonjudgment r(276) = .13, p < .01 Tolerance r(276) = .26, p < .01 and Willingness r(276) = .27, p < .01. So far as the total Self acceptance is concerned Career Aspiration is correlated with Self acceptance- Total r(276) = .33, p < .01 significantly and positively. The obtained r values indicate that Career aspiration increases when Self acceptance and its components increases

Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(276) = .22, p < .01, Nonjudgment r(276) = .25, p < .01, Tolerance r(276) = .27, p < .01 and willingness r(276) = .11, p < .01. So

far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total r(276) = .34, p < .01 significantly and positively. The obtained r values indicate that Social aspiration increases when Self acceptance and its components increases

Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(276) = .27, p < .01, Nonjudgment r(276) = .30, p < .01 Tolerance r(276) = .32, p < .01 and willingness r(276) = .35, p < .01 . So far as the total Self acceptance is concerned Level of Aspiration- Total is correlated with Self acceptance- Total r(276) = .48, p < .01 significantly and positively. The obtained r values indicate that the Level of Aspiration- Total increases when Self acceptance and its components increase.

17. **Correlation between dimensions of Socio-emotional Adjustment and dimensions of Level of aspiration for the total sample**

The results of the study reveal The Personal Aspiration shows a significant positive correlation with Social Adjustment r(276) = .27, p < .01, Emotional Adjustment r(276) = .41, p < .01, and Total Socio-emotional Adjustment r(276) = .42, p < .01. The obtained r values indicate that Personal aspiration increases when Socio-emotional Adjustment and its components increases

The Educational Aspiration shows a significant positive correlation with Social Adjustment r(276) = .32, p < .01, Emotional Adjustment r(276) = .38, p < .01, and Total Socio-emotional Adjustment r(276) = .42, p < .01. The obtained r values indicate that Educational aspiration increases when Socio-emotional Adjustment and its components increases.

The Career Aspiration shows a significant positive correlation with Social Adjustment $r(276) = .20$, $p < .01$, Emotional Adjustment $r(276) = .32$, $p < .01$, and Total Socio-emotional Adjustment $r(276) = .32$, $p < .01$. The obtained r values indicate that Career aspiration increases when Socio-emotional Adjustment and its components increases

Social Aspiration shows a significant positive correlation with Social Adjustment $r(276) = .29$, $p < .01$, Emotional Adjustment $r(276) = .39$, $p < .01$, and Total Socio-emotional Adjustment $r(276) = .36$, $p < .01$. The obtained r values indicate that Social aspiration increases when Socio-emotional Adjustment and its components increases

The Level of Aspiration- Total shows a significant positive correlation with Social Adjustment $r(276) = .39$, $p < .01$, Emotional Adjustment $r(276) = .43$, $p < .01$, and Total Socio-emotional Adjustment $r(276) = .48$, $p < .01$. The obtained r values indicate that Level of aspiration- Total increases when Socio-emotional Adjustment and its components increases

18. **Correlation between dimensions of Self acceptance and dimensions of Level of aspiration for the subsample of Inclusive schools**

The results of the study indicate that Personal Aspiration shows a significantly moderately positive correlation with the dimensions of Self acceptance such as Self-worth $r(118) = .29$, $p < .01$, Tolerance $r(118) = .33$, $p < .01$ and willingness $r(118) = .34$, $p < .01$. But Personal aspiration has no such significant correlation with Nonjudgment $r(118) = .16$, $p < .01$. So far as the total Self acceptance is concerned

Personal Aspiration is correlated with Self acceptance- Total r(118) = .38, p < .01 significantly and positively.

Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r (118) = .23, p < .01, Nonjudgment r(118) = .34, p < .01, and willingness r(118) = .39, p < .01. But Educational aspiration has no such significant correlation with Tolerance r(118) = .17, p < .01. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total r (118) = .42, p < .01 significantly and positively.

Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Nonjudgment r(118) = .23, p < .01, Tolerance r(118) = .32, p < .01. But Career aspiration has no such significant correlation with Self-worth r(118) = .177, p < .01and Willingness r(118) = .175, p < .01. So far as the total Self acceptance is concerned Career aspiration is correlated with Self acceptance- Total r(118) = .389, p < .01 significantly and positively.

Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(118) = .25, p < .01, Nonjudgment r(118) = .37, p < .01, Tolerance r(118) = .33, p < .01 and willingness r(118) = .21, p < .01. So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total r (118) = .44, p < .01 significantly and positively.

Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth, r(118) = .28, p < .01 Nonjudgment r(118) = .39, p < .01 Tolerance r(118) = .36, p < .01 and willingness r(118) = .40, p < .01. So far as the total Self acceptance is concerned Level of Aspiration- Total is

correlated with Self acceptance- Total r(118) = .49, p < .01 significantly and positively.

19. **Correlation between dimensions of Self acceptance and dimensions of Level of aspiration for Special schools**

The results of the study indicate that Personal Aspiration shows a weak positive correlation with the dimensions of Self acceptance such as Self-worth r(118) = .32, p < .01 and Tolerance r(118) = .29, p < .01.Personal aspiration shows a moderate positive correlation with willingness r(118) = .42, p < .01. But Personal aspiration has no such significant correlation with Nonjudgment r(118) = .13, p > .01. So far as the total Self acceptance is concerned Personal Aspiration is correlated with Self acceptance- Total r(118) = .60, p < .01 strongly and positively. In these results, the p-values for the correlation between Personal Aspiration and Self acceptance and its components were less than the significance level of .01, which indicates that the correlation coefficients were significant except with Nonjudgment.

Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(118) = .29, p < .01, Nonjudgment r(118) = .24, p < .01, and willingness r(118) = .30, p < .01 . But Educational aspiration has no such significant correlation with Tolerance r(118) = .36, p < .01. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total r(118) = .56, p < .01 significantly and positively.

Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(118) = .19, p < .01, Tolerance r(118) = .26, p < .01, and Willingness r(118) = .44, p < .01. But Career aspiration has

no such significant correlation with Nonjudgment r(118) = .11, p < .01. So far as the total Self acceptance is concerned Career Aspiration is correlated with Self acceptance- Total r(118) = .48, p < .01 significantly and positively.

Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(118) = .33, p < .01, Nonjudgment r(118) = .24, p < .0.01, Tolerance r(118) = .26, p < .01 and willingness r(118) = .25, p < .01. So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total r(118) = .50, p < .01 significantly and positively.

Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(118) = .37, p < .01, Nonjudgment r(118) = .28, p < .01 Tolerance r(118) = .35, p < .01 and willingness r(118) = .46, p < .01 . So far as the total Self acceptance is concerned Level of Aspiration- Total is correlated with Self acceptance- Total r (118) = .67, p < .01   significantly and positively.

20. **Correlation between dimensions of Socio-emotional Adjustment and dimensions of Level of aspiration for Inclusive schools.**

The Personal Aspiration shows significant positive correlation with Social Adjustment r(118) = .34, p < .01, Emotional Adjustment r(118) = .47, p < .01 and Total Socio-emotional Adjustment r(118) = .52, p < .01

The Educational Aspiration shows significant positive correlation with Social Adjustment r(118) = .44, p < .01, Emotional Adjustment r(118) = .47, p < .01 and Total Socio-emotional Adjustment r(118) = .57, p < .01

The Career Aspiration shows significant positive correlation with Social Adjustment $r(118) = .391$, $p < .01$ Emotional Adjustment $r(118) = .459$, $p < .01$ and Total Socio-emotional Adjustment $r(118) = .533$, $p < .01$.

The Social Aspiration shows significant positive correlation with Social Adjustment $r(118) = .41$, $p < .01$, Emotional Adjustment $r(118) = .50$, $p < .01$ and Total Socio-emotional Adjustment $r(118) = .57$, $p < .01$.

The Level of Aspiration- Total shows a significant positive correlation with Social Adjustment $r(118) = .47$, $p < .01$, Emotional Adjustment $r(118) = .48$, $p < .01$, and Total Socio-emotional Adjustment $r(118) = .58$, $p < .01$.

21. **Correlation between dimensions of Socio-emotional Adjustment and dimensions of Level of aspiration for Special schools**

The Personal Aspiration shows significant positive correlation with Social Adjustment $r(156) = .36$, $p < .01$, Emotional Adjustment $r(156) = .45$, $p < .01$ and Total Socio-emotional Adjustment $r(156) = .48$, $p < .01$.

Educational Aspiration shows significant positive correlation with Social Adjustment $r(156) = .36$, $p < .01$, Emotional Adjustment $r(156) = .39$, $p < .01$ and Total Socio-emotional Adjustment $r(156) = .45$, $p < .01$.

The Career Aspiration shows significant positive correlation with Social Adjustment $r(156) = .18$, $p < .01$, Emotional Adjustment $r(156) = .30$, $p < .01$ and Total Socio-emotional Adjustment $r(156) = .29$, $p < .01$.

The Social Aspiration shows significant positive correlation with Social Adjustment r(156) = .18, p < .01, Emotional Adjustment r(156) = .42, p < .01 and Total Socio-emotional Adjustment r(156) = .37, p < .01.

The Level of Aspiration- Total shows a significant positive correlation with Social Adjustment r(156) = .37, p < .01, Emotional Adjustment r(156) = .47, p < .01, and Total Socio-emotional Adjustment r(156) = .50, p < .01.

22 Correlation between dimensions of Self acceptance and dimensions of Level of aspiration for the subsample Hearing Impaired Boys

Personal Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(149) = .23, p < .01 and willingness r(149) = .26, p < .01 . But Personal aspiration has no such significant correlation with Nonjudgment r(149) = .13, p < .01 and Tolerance r(149) = .14, p < .01. So far as the total Self acceptance is concerned Personal Aspiration is correlated with Self acceptance- Total r(149) = .33, p < .01 significantly and positively.

Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(149) = .17, p < .01, Nonjudgment r(149) = .32, p < .01, Tolerance r(149) = .21, p < .01 and willingness r(149) = .24, p < .01. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total r(149) = .40, p < .01 significantly and positively.

Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(149) = .15, p < .01, Tolerance r(149) = .28, p

< .01, and Willingness r(149) = .22, p < .01 . But Career aspiration has no such significant correlation with Nonjudgment r(149) = .12, p < .01 . So far as the total Self acceptance is concerned Career Aspiration is correlated with Self acceptance- Total r(149) = .36, p < .01 significantly and positively.

Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(149) = .21, p < .01, Nonjudgment r(149) = .31, p < .01, Tolerance r(149) = .24, p < .01and willingness, r(149) = .24, p < .01 . So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total r(149) = .32, p < .01 significantly and positively.

Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(149) = .28, p < .01, Nonjudgment r(149) = .35, p < .01 Tolerance r(149) = .29, p < .01 and willingness r(149) = .28, p < .01 . So far as the total Self acceptance is concerned Level of Aspiration- Total is correlated with Self acceptance- Total r(149) = .41, p < .01 significantly and positively.

23 Correlation between dimensions of Self acceptance and dimensions of Level of aspiration for the sub-sample Hearing Impaired girls

Personal Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth r(125) = .20, p < .01, Tolerance r(125) = .32, p < .01, and willingness r(125) = .36, p < .01 . But Personal aspiration has no such significant correlation with Nonjudgment r(125) = .13, p < .01. So far as the total Self acceptance is concerned Personal Aspiration is correlated with Self acceptance- Total r(125) = .42, p < .01 moderate significantly and positively.

Educational Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(125) = .21$, $p < .01$, Tolerance $r(125) = .39$, $p < .01$, and willingness $r(125) = .30$, $p < .01$. But Educational aspiration has no such significant correlation with Nonjudgment $r(125) = .12$, $p < .01$. So far as the total Self acceptance is concerned Educational Aspiration is correlated with Self acceptance-Total $r(125) = .43$, $p < .01$ significantly and positively.

Career Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Tolerance $r(125) = .22$, $p < .01$ and Willingness $r(125) = .33$, $p<.01$ But Career aspiration has no such significant correlation with Self-worth $r(125) = .08$, $p < .01$, Nonjudgment $r(125) = .06$, $p < .01$. So far as the total Self acceptance is concerned Career Aspiration is correlated with Self acceptance- Total $r(125) = .29$, $p < .01$ significantly and positively.

Social Aspiration shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(125) = .21$, $p < .01$, Nonjudgment $r(125) = .19$, $p < .01$, Tolerance $r(125) = .29$, $p < .01$ and willingness $r(125) = .20$, $p < .01$. So far as the total Self acceptance is concerned Social Aspiration is correlated with Self acceptance- Total $r(125) = .36$, $p < .01$ significantly and positively.

Level of Aspiration -Total shows a significant positive correlation with the dimensions of Self acceptance such as Self-worth $r(125) = .28$, $p < .01$, Nonjudgment $r(125) = .22$, $p < .01$ Tolerance $r(125) = .40$, $p < .01$ and willingness $r(125) = .42$, $p < .01$. So far as the total Self acceptance is concerned Level of Aspiration- Total is correlated with Self acceptance- Total $r(125) = .46$, $p < .01$ significantly and positively.

24 **Correlation between dimensions of Socio-emotional Adjustment and dimensions of Level of aspiration for the sub sample Hearing Impaired Boys**

The Personal Aspiration shows significant positive correlation with Social Adjustment $r(149) = .22$, $p < .01$, Emotional Adjustment $r(149) = .44$, $p < .01$ and Total Socio-emotional Adjustment $r(149) = .41$, $p < .01$.

The Educational Aspiration shows significant positive correlation with Social Adjustment $r(149) = .26$, $p < .01$, Emotional Adjustment $r(149) = .36$, $p < .01$ and Total Socio-emotional Adjustment $r(149) = .38$, $p < .01$

The Career Aspiration shows significant positive correlation with Social Adjustment $r(149) = .18$, $p < .01$, Emotional Adjustment $r(149) = .38$, $p < .01$ and Total Socio-emotional Adjustment $r(149) = .35$, $p < .01$.

The Social Aspiration shows significant positive correlation with Social Adjustment $r(149) = .25$, $p < .01$, Emotional Adjustment $r(149) = .41$, $p < .01$ and Total Socio-emotional Adjustment $r(149) = .38$, $p < .01$.

The Level of Aspiration- Total shows a significant positive correlation with Social Adjustment, $r(149) = .29$, $p < .01$ Emotional Adjustment $r(149) = .45$, $p < .01$, and Total Socio-emotional Adjustment $r(149) = .45$, $p < .01$

25. **Correlation between dimensions of Socio-emotional Adjustment and dimensions of Level of aspiration for the sub sample Hearing Impaired Girls**

The Personal Aspiration shows significant positive correlation with Social Adjustment r(125) = .32, p < .01, Emotional Adjustment r(125) = .35, p < .01 and Total Socio-emotional Adjustment r(125) = .42, p < .01

The Educational Aspiration shows significant positive correlation with Social Adjustment r(125) = .37, p < .01 , Emotional Adjustment r(125) = .36, p < .01 and Total Socio-emotional Adjustment r(125) = .45, p < .01

The Career Aspiration shows significant positive correlation with Social Adjustment r(125) = .20, p < .01 , Emotional Adjustment r(125) = .22, p < .01 and Total Socio-emotional Adjustment r(125) = .26, p < .01 .

The Social Aspiration shows significant positive correlation with Social Adjustment r(125) = .17, p < .01 , Emotional Adjustment r(125) = .36, p < .01 and Total Socio-emotional Adjustment r(125) = .34, p < .01 .

The Level of Aspiration- Total shows a significant positive correlation with Social Adjustment, r(125) = .35, p < .01 Emotional Adjustment r(125) = .39, p < .01, and Total Socio-emotional Adjustment r(125) = .46, p < .01.

26. **Multiple regression analysis to predict the Level of Aspiration based on Self acceptance and Socio-emotional Adjustment for the total sample**

It is evident from the results of regression analysis that the 'F' ratios are significant at the .01 level only for ELA (Emotional Adjustment), TLC (Tolerance), and SLA (Social Adjustment) indicating that among all the dimensions of independent variables under study only ELA, TLC, SLA are the most excellent predictors of Level of Aspiration for Total sample of Hearing Impaired students.

The results also indicated that these three variables together explain 28.7% of the variance in Level of Aspiration, of which 24.6% is explained by Emotional Adjustment and 2.7% by Tolerance, 1.4% by Social Adjustment.

27. **Multiple regression analysis to predict the Level of Aspiration based on Self acceptance and Socio-emotional Adjustment for the sub sample school settings(Inclusive vs. Special school)**

The results of the study indicated that 'F' ratios are significant at a .01 level only for Emotional Adjustment(ELA) and Social Adjustment (SLA)indicating that among all the dimensions of independent variables under study only ELA and SLA are the most excellent predictors of Level of Aspiration or Hearing Impaired students in Inclusive Schools.

The results also indicated that these two variables together explain 57.7% of the variance in Level of Aspiration, of which 43.5% is explained by Emotional Adjustment and 14.2% by Social Adjustment.

The results of the study indicated that the 'F' ratios are significant at a .01 level only for WLS(Willingness), SW(Self-worth) TLE (Tolerance), and NJM(Nonjudgment) indicating that among all the dimensions of independent variables under study only WNS, SW, TLE, NJM are the most excellent predictors of Level of Aspiration for Hearing Impaired students in Special Schools.

The results also indicated that these four variables together explain 49.2% of the variance in Level of Aspiration, of which 27.2% is explained by Willingness and 9.9% by Self-worth,5.6% by Tolerance, and 6.4% by Nonjudgment.

28. **Multiple regression analysis to predict the Level of Aspiration based on Self acceptance and Socio-emotional Adjustment for the sub sample gender**

The results of the study indicated that the 'F' ratios are significant at .01 level only for ELA (Emotional Adjustment) indicating that among all the dimensions of independent variables under study only Emotional Adjustment is the most excellent predictor of the Level of Aspiration for Hearing Impaired Boys irrespective of School settings.

The results also indicated that the variable Emotional Adjustment explains 27.4% of the variance in the Level of Aspiration.

The results of the study indicated that the 'F' ratios are significant at a .01 level only for ELA(Emotional Adjustment), TLE (Tolerance), and WLS(Willingness) indicating that among all the dimensions of independent variables under study only

ELA, TLC, WLS are the most excellent predictors of Level of Aspiration for Hearing Impaired Girls irrespective of school settings.

The results also indicated that three variables together explain 29.2% of the variance in Level of Aspiration, of which 18.8% is explained by Emotional Adjustment 6.5% by Tolerance, and 3.9% by Willingness.

Summary of Findings of the Study

1. Majority of Hearing Impaired students (68%) possessed only a moderate level of Self acceptance. Only 15% of Hearing Impaired students had a high level of Self acceptance and 17% of students had a low level of Self acceptance.

2. The level of Socio-emotional Adjustment of Hearing Impaired students is such that, 61% of students possessed a moderate level of Socio-emotional Adjustment. It was also found that only 19% of students possessed a high level of Socio-emotional Adjustment, while 20% of students possessed a low level of Socio-emotional Adjustment.

3. Mean scores of Self acceptance and its components are higher for Hearing Impaired students in Inclusive schools than Hearing Impaired students in Special schools.

4. There was a significant difference in Self acceptance and its components between Hearing Impaired Students in Inclusive schools and Special schools except for Nonjudgment and Tolerance.

5. Mean scores of Self acceptance and its components are higher for Hearing Impaired Girls than for Hearing Impaired Boys.

6.   In the case of gender difference, there was a significant difference in Self acceptance and its components except for Willingness.

7.   Mean scores of Socio-emotional Adjustment and its components are higher for Hearing Impaired students in Inclusive schools than for Hearing Impaired students in Special schools.

8.   There was a significant difference in Socio-emotional Adjustment and its components between Hearing Impaired Students in Inclusive schools and Special schools.

9.   Mean scores of Socio-emotional Adjustment and its components are higher for Hearing Impaired Girls than for Hearing Impaired Boys.

10.   In the case of gender difference, there was a significant difference in Socio-emotional Adjustment and its components except in Social adjustment.

11 . Mean scores of Level of aspiration and its components are higher for Hearing Impaired students in Special schools than Hearing Impaired students in Inclusive schools.

12. There was a significant difference in the Level of Aspiration and its components between Hearing Impaired Students in Inclusive schools and Special schools except in Personal aspiration.

13.   Mean scores of Level of Aspiration and its components are higher for Hearing Impaired Girls than Hearing Impaired Boys.

14. In the case of gender difference, there was no significant difference in the Level of Aspiration except in Educational aspiration.

15. Significant positive correlation was found between the dimensions of predictor variables such as Emotional adjustment and Social adjustment and the Criterion variable (Level of aspiration) for Hearing Impaired students in Inclusive schools. A significant regression equation is deduced. This showed that ELA and SLA collectively accounted for 57.7% variation in the Level of Aspiration of Hearing Impaired students in Inclusive schools.

16. Significant positive correlation was found between the dimensions of predictor variables such as Emotional adjustment, Willingness, Tolerance, and Self-worth and the Criterion variable (Level of aspiration) for Hearing Impaired students in Special schools. A significant regression equation is deduced. This showed that ELA, WLS, TLE, and SW collectively accounted for 49% variation in the Level of Aspiration of Hearing Impaired students in Special schools.

17. Significant positive correlation was found between the dimensions of predictor variables such as Emotional adjustment, Tolerance, and Social adjustment, and a Criterion variable (Level of aspiration) for total Hearing Impaired students. A significant regression equation is deduced. This showed that ELA, TLC, and SLA collectively accounted for a 28.7% variation in the Level of Aspiration of Hearing Impaired students in Inclusive schools.

18. Significant positive correlation was found between the dimensions of predictor variables such as Emotional adjustment and a Criterion variable (Level of

aspiration) for Hearing Impaired Boys. A significant regression equation is deduced. This showed that ELA accounted for a 27.4 % variation in the Level of Aspiration of Hearing Impaired Boys.

19. Significant positive correlation was found between the dimensions of predictor variables such as Emotional adjustment, Tolerance, and willingness, and the Criterion variable (Level of aspiration) for Hearing Impaired Girls. A significant regression equation is deduced. This showed that ELA, TLC, and WLS collectively accounted for a 29.2% variation in the Level of Aspiration of Hearing Impaired Girls.

Tenability of Hypothesis

The tenability of the hypotheses stated for the present study was examined based on the findings of the study. The details regarding the tenability of the hypotheses are presented in this section.

1. There will be significant difference in the mean scores of Self acceptance of Hearing Impaired Secondary school students for the sub-sample based on

   a) School settings (Inclusive Vs. Special Schools)
   b) Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Total Self acceptance between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Total Self acceptance between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 1(a) and 1(b) are not rejected

1.1. There will be significant difference in the mean scores of Self-worth of Hearing Impaired Secondary school students for the sub sample based on

a) School settings (Inclusive Vs. Special Schools)

b) Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Self-worth between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Self-worth between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 1.1(a) and 1.1(b) are not rejected

1.2. There will be a significant difference in the mean scores of Nonjudgment of Hearing Impaired Secondary school students for the sub sample based on

a) School settings (Inclusive Vs. Special Schools)

b) Gender

The findings of the study revealed that there is no significant difference in the mean scores of Nonjudgment between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Nonjudgment between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 1.2(a) is rejected and 1.2(b) is not rejected

1.3.   There will be a significant difference in the mean scores of Tolerance of Hearing Impaired Secondary school students for the sub sample based on

  a)   School settings (Inclusive Vs. Special Schools)

  b)   Gender

The findings of the study revealed that there is no significant difference in the mean scores of Tolerance between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Tolerance between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 1.3(a) is rejected and 1.3(b) is not rejected

1.4.   There will be significant difference in the mean scores of Willingness of Hearing Impaired Secondary school students for the sub sample based on

  a)   School settings (Inclusive Vs. Special Schools)

b)	Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Willingness between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there is no significant difference in the mean scores of Willingness between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 1.4(a)is not rejected and 1.4(b) is rejected

1.5	There will be significant difference exists between Hearing Impaired Boys in Inclusive Schools and Special Schools with regard to Self acceptance and its different dimensions like

a.	Self-worth

b.	Nonjudgment

c.	tolerance

d.	willingness

The findings of the study revealed that there exists a significant difference in the mean scores of Total Self acceptance and the dimensions of Self acceptance such as Nonjudgment, and Willingness between Hearing Impaired Boys in Inclusive Schools and Special Schools.

There is no significant difference exist in Self-worth and Tolerance between Hearing Impaired Boys in Inclusive schools and Special schools.

Hence Hypotheses 1.5,1.5(b),1.5(d) are not rejected and 1.5(a),1.5(c) are rejected.

1.6 There will be significant difference exists between the Hearing Impaired Girls in Inclusive schools and Special schools with regard to Self acceptance and its different dimensions like

   a) Self-worth

   b) Nonjudgment

   c) Tolerance

   d) Willingness

The findings of the study revealed that there exists a significant difference in the mean scores of Total Self acceptance and the dimensions of Self acceptance such as Self-worth and Willingness between Hearing Impaired Girls in Inclusive Schools and Special Schools.

There is no significant difference exist in Nonjudgment and Tolerance between Hearing Impaired Girls in Inclusive schools and Special schools.

Hence Hypotheses 1.6, 1.6(a) and 1.6(d) are not rejected and 1.6(b) and 1.6(c) are rejected.

2. There will be a significant difference in the mean scores of Socio-emotional Adjustment of Hearing Impaired Secondary school students for the sub sample based on

   a) School settings (Inclusive Vs. Special Schools)

   b) Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Total Socio-emotional Adjustment between Hearing Impaired students studying in Inclusive Schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Total Socio-emotional Adjustment between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 2(a), and 2(b) are not rejected

2.1.   There will be a significant difference in the mean scores of Social Adjustment of Hearing Impaired Secondary school students for the sub sample based on

   a)   School settings (Inclusive Vs. Special Schools)

   b)   Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Social Adjustment between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there is no significant difference in the mean scores of Social Adjustment between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 2.1(a) is not rejected and 2.1(b) is rejected

2.2.   There will be a significant difference in the mean scores of Emotional Adjustment of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The findings of the study revealed that there is no significant difference in the mean scores of Emotional Adjustment between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Emotional Adjustment between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 2.2(a) and 2.2(b) are not rejected

2.3   There will be a significant difference exists between the Hearing Impaired Boys in inclusive schools and Special Schools with regard to Socio-emotional Adjustment and its different dimensions like

a.   Social Adjustment

b.   Emotional Adjustment

The findings of the study revealed that there exists a significant difference in the mean scores of Total Socio-emotional Adjustment and Social Adjustment between Hearing Impaired Boys in Inclusive Schools and Special Schools.

There is no significant difference exists in the mean scores of Emotional Adjustment between Hearing Impaired Boys in Inclusive Schools and Special Schools.

Hence Hypotheses 2.3, 2.3(a) are not rejected and 2.3(b) is rejected

2.4   There will be a significant difference exists between Hearing Impaired Girls in Inclusive Schools and Special schools with regard to Socio-emotional Adjustment and its different dimensions like

a) Social Adjustment

b) Emotional Adjustment

The findings of the study revealed that there exists a significant difference in the mean scores of Social Adjustment between Hearing Impaired Girls in Inclusive Schools and Special Schools.

There is no significant difference exists in the mean scores of Total Socio-emotional Adjustment and Emotional Adjustment between Hearing Impaired Girls in Inclusive Schools and Special Schools.

Hence Hypotheses 2.4(a) is not rejected and 2.4,2.4(b) are rejected

3.   There will be a significant difference in the mean scores of Level of Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Total Self Level of Aspiration between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Total Level of Aspiration between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 3(a), and 3(b) are not rejected

3.1.   There will be a significant difference in the mean scores of Personal Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Personal Aspiration between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Personal Aspiration between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 3.1(a), and 3.1(b) are not rejected

3.2.   There will be a significant difference in the mean scores of Educational Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Educational Aspiration between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there exists a significant difference in the mean scores of Educational Aspiration between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 3.2(a), and 3.2(b) are not rejected

3.3.   There will be a significant difference in the mean scores of Career Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Career Aspiration between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there is no significant difference in the mean scores of Career Aspiration between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 3.3(a) is not rejected and 3.3(b) is rejected

3.4.   There will be a significant difference in the mean scores of Social Aspiration of Hearing Impaired Secondary school students for the sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The findings of the study revealed that there exists a significant difference in the mean scores of Social Aspiration between Hearing Impaired students studying in Inclusive schools and Special Schools.

The findings of the study revealed that there is no significant difference in the mean scores of Social Aspiration between Hearing Impaired Boys and Girls irrespective of school settings.

Hence Hypotheses 3.4(a) is not rejected and 3.4(b) is rejected

3.5   There will be   significant difference exists between the Hearing Impaired Boys belonging to inclusive schools and Special schools with regard to Level of Aspiration and its different dimensions like

a.   Personal Aspiration

b.   Educational Aspiration

c.   Career Aspiration

d.   Social Aspiration

The findings of the study revealed that there exists significant difference in the mean scores of Total Level of Aspiration and the dimensions of Level of Aspiration such as Personal Aspiration, Educational Aspiration, Career Aspiration, and Social Aspiration between Hearing Impaired Boys in Inclusive Schools and Special Schools.

Hence Hypotheses 3.5(a),3.5(b),3.5(c) and 3.5(d) are not rejected

3.6 There will be significant difference exists between the Hearing Impaired Girls belonging to Inclusive schools and Special schools with regard to Level of Aspiration and its different dimensions like

    a. Personal Aspiration

    b. Educational Aspiration

    c. Career Aspiration

    d. Social Aspiration

The findings of the study revealed that there exists a significant difference in the mean scores of Total Level of Aspiration and the dimensions of Level of Aspiration such as Personal Aspiration, Educational Aspiration, Career Aspiration, and Social Aspiration between Hearing Impaired Girls in Inclusive schools and Special Schools.

Hence Hypothesis 3.6(a),3.6(b),3.6(c) and 3.6(d) are not rejected

4. There will be significant relationship between Self acceptance and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

    a) School settings (Inclusive Vs. Special Schools)

    b) Gender

The correlation between Self acceptance and the Level of Aspiration of Hearing Impaired students for the total sample showed a significant Positive correlation.

The correlation between Self acceptance and the Level of Aspiration of Hearing Impaired students in Inclusive schools showed a significant Positive correlation.

The correlation between Self acceptance and the Level of Aspiration of Hearing Impaired students in Special schools showed a significant Positive correlation.

The correlation between Self acceptance and the Level of Aspiration of Hearing Impaired Boys irrespective of school setting showed a significant Positive correlation.

The correlation between Self acceptance and the Level of Aspiration of Hearing Impaired Girls irrespective of school setting showed a significant Positive correlation.

Hence Hypotheses 4,4(a.1),4(a.2),4(b.1) and 4(b.2) are not rejected

4.1 There will be a significant relationship between Self-worth and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a) School settings (Inclusive Vs. Special Schools)

b) Gender

The correlation between Self-worth and the Level of Aspiration of Hearing Impaired students for the total sample showed a significant Positive correlation.

The correlation between Self-worth and the Level of Aspiration of Hearing Impaired students in Inclusive schools showed a significant Positive correlation.

The correlation between Self-worth and the Level of Aspiration of Hearing Impaired students in Special schools showed a significant Positive correlation.

The correlation between Self-worth and Level of Aspiration of Hearing Impaired Boys irrespective of school setting showed a significant Positive correlation.

The correlation between Self-worth and Level of Aspiration of Hearing Impaired Girls irrespective of school setting showed a significant Positive correlation.

Hence Hypothesis 4.1,4.1(a.1),4.1(a.2),4.1(b.1) and 4.1(b.2) are not rejected

4.2   There will be a significant relationship between Nonjudgment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The correlation between Nonjudgment and the Level of Aspiration of Hearing Impaired students for the total sample showed a significant Positive correlation.

The correlation between Nonjudgment and the Level of Aspiration of Hearing Impaired students in Inclusive schools showed a significant Positive correlation.

The correlation between Nonjudgment and the Level of Aspiration of Hearing Impaired students in Special schools showed a significant Positive correlation.

The correlation between Nonjudgment and the Level of Aspiration of Hearing Impaired Boys irrespective of school setting showed a significant Positive correlation.

The correlation between Nonjudgment and the Level of Aspiration of Hearing Impaired Girls irrespective of school setting showed a significant Positive correlation.

Hence Hypothesis 4.2,4.2(a.1),4.2(a.2),4.2(b.1) and 4.2(b.2) are not rejected

4.3   There will be a significant relationship between Tolerance and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)
b)   Gender

The correlation between Tolerance and Level of Aspiration of Hearing Impaired students for the total sample showed a significant Positive correlation.

The correlation between Tolerance and Level of Aspiration of Hearing Impaired students in Inclusive schools showed a significant Positive correlation.

The correlation between Tolerance and Level of Aspiration of Hearing Impaired students in Special schools showed a significant Positive correlation.

The correlation between Tolerance and Level of Aspiration of Hearing Impaired Boys irrespective of school setting showed a significant Positive correlation.

The correlation between Tolerance and Level of Aspiration of Hearing Impaired Girls irrespective of school setting showed a significant Positive correlation.

Hence Hypotheses 4.3,4.3(a.1),4.3(a.2),4.3(b.1) and 4.3(b.2) are not rejected

4.4   There will be a significant relationship between Willingness and Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The correlation between Willingness and Level of Aspiration of Hearing Impaired students for the total sample showed a significant Positive correlation.

The correlation between Willingness and Level of Aspiration of Hearing Impaired students in Inclusive schools showed a significant Positive correlation.

The correlation between Willingness and Level of Aspiration of Hearing Impaired students in Special schools showed a significant Positive correlation.

The correlation between Willingness and Level of Aspiration of Hearing Impaired Boys irrespective of school setting showed a significant Positive correlation.

The correlation between Willingness and Level of Aspiration of Hearing Impaired Girls irrespective of school setting showed a significant Positive correlation.

Hence Hypotheses 4.4 ,4.4(a.1), 4.4(a.2), 4.4(b.1) and 4.4(b.2) are not rejected

5.   There will be a significant relationship between Socio-emotional Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The correlation between Socio-emotional Adjustment and the Level of Aspiration of Hearing Impaired students for the total sample showed a significant Positive correlation.

The correlation between Socio-emotional Adjustment and the Level of Aspiration of Hearing Impaired students in Inclusive schools showed a significant Positive correlation.

The correlation between Socio-emotional Adjustment and the Level of Aspiration of Hearing Impaired students in Special schools showed a significant Positive correlation.

The correlation between Socio-emotional Adjustment and the Level of Aspiration of Hearing Impaired Boys irrespective of school setting showed a significant Positive correlation.

The correlation between Socio-emotional Adjustment and the Level of Aspiration of Hearing Impaired Girls irrespective of school setting showed a significant Positive correlation.

Hence Hypotheses 5 ,5(a.1), 5(a.2), 5(b.1) and 5(b.2) are not rejected

5.1   There will be a significant relationship between Social Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

   a)   School settings (Inclusive Vs. Special Schools)
   b)   Gender

The correlation between Social Adjustment and the Level of Aspiration of Hearing Impaired students for the total sample showed a significant Positive correlation.

The correlation between Social Adjustment and the Level of Aspiration of Hearing Impaired students in Inclusive schools showed a significant Positive correlation.

The correlation between Social Adjustment and the Level of Aspiration of Hearing Impaired students in Special schools showed a significant Positive correlation.

The correlation between Social Adjustment and the Level of Aspiration of Hearing Impaired Boys irrespective of school setting showed a significant Positive correlation.

The correlation between Social Adjustment and the Level of Aspiration of Hearing Impaired Girls irrespective of school setting showed a significant Positive correlation.

Hence Hypotheses 5.1 ,5.1(a.1), 5.1(a.2), 5.1(b.1) and 5.1(b.2) are not rejected

5.2   There will be a significant relationship between Emotional Adjustment and the Level of Aspiration of Hearing Impaired Secondary School students for the total sample and sub sample based on

a)   School settings (Inclusive Vs. Special Schools)

b)   Gender

The correlation between Emotional Adjustment and the Level of Aspiration of Hearing Impaired students the for total sample showed a significant Positive correlation.

The correlation between Emotional Adjustment and the Level of Aspiration of Hearing Impaired students in Inclusive schools showed a significant Positive correlation.

The correlation between Emotional Adjustment and the Level of Aspiration of Hearing Impaired students in Special schools showed a significant Positive correlation.

The correlation between Emotional Adjustment and the Level of Aspiration of Hearing Impaired Boys irrespective of school setting showed a significant Positive correlation.

The correlation between Emotional Adjustment and the Level of Aspiration of Hearing Impaired Girls irrespective of school setting showed a significant Positive correlation.

Hence Hypotheses 5.2, 5.2(a.1), 5.2(a.2), 5.2(b.1) and 5.2(b.2) are not rejected

6.   The dependent variable is significantly predicted by one or more of the independent variables or its components for the total sample and sub sample based on

   a)   School settings (Inclusive Vs. Special Schools)

   b)   Gender

The findings revealed that the multiple correlations between the dimensions of predictors and criterion variables were significant for the total sample. The criterion variable – Level of Aspiration was significantly predicted by dimensions of Self acceptance such as Tolerance and dimensions of Socio-emotional Adjustment such as Emotional Adjustment and Social Adjustment.

Hence Hypothesis 6 is not rejected

The findings revealed that the multiple correlations between the dimensions of predictors and criterion variables were significant for the Hearing Impaired students in Inclusive schools. The criterion variable – Level of Aspiration was significantly predicted by dimensions of Self acceptance such as Tolerance and Willingness, Self-worth,

The findings revealed that the multiple correlations between the dimensions of predictors and criterion variables were significant for the Hearing Impaired students in Special schools. The criterion variable – Level of Aspiration was significantly predicted by dimensions of Self acceptance such as Tolerance and Willingness, Self-worth, Tolerance and Nonjudgment, and dimensions of Socio-emotional Adjustment such as Emotional Adjustment for Hearing Impaired students in Special Schools.

Hence Hypotheses 6(a1) and 6(a2) are not rejected

In the case of Hearing Impaired Boys, the criterion variable Level of Aspiration could be predicted by dimensions of Socio-emotional Adjustment such as Emotional Adjustment.

For Hearing Impaired Girls, The criterion variable -Level of Aspiration could be predicted by dimensions of Self acceptance such as Tolerance and Willingness, and dimensions of Socio-emotional Adjustment such as Emotional Adjustment

Hence Hypotheses 6(b1) and 6(b2) are not rejected

Suggestions for Further Research

The present study is limited to the influence of Self acceptance and Socio-emotional Adjustment on the Level of Aspiration of Hearing Impaired students in Inclusive schools and Special schools. Considering the scope and limitations faced by the researcher to conduct this study, suggests the following areas in which future research can be concentrated.

1. The study can be extended to Hearing Impaired Higher Secondary School Students.

2. Replication of the study in all the districts of Kerala may be done.

3. Studies can be conducted to identify other variables as predictors of the Level of Aspiration of Hearing Impaired Secondary School students.

4. Longitudinal and case studies may be conducted to understand the long-run effect of Self acceptance and Socio-emotional Adjustment on the Level of Aspiration of Hearing Impaired students.

5. The same study can be conducted with additional variables like emotional intelligence, academic achievement, socioeconomic status, parental involvement, etc.

6. Awareness packages can be developed for pre-service and in-service teachers and parents for treating special needs children in a better way.

7.   Parallel studies can be conducted on Special needs children like the physically handicapped or Visually Impaired.

8.   Influence of Self acceptance and Socio-emotional Adjustment on students' achievement can be carried out.

9.   Influence of Socioeconomic status, Severity of hearing impairment, Parental support, and motivational factors on Self acceptance and Socio-emotional Adjustment can be studied.

10. Experimental studies to understand the effectiveness of various teaching strategies and approaches in fostering Self acceptance, Socio-emotional Adjustment, and Level of Aspiration among Hearing Impaired Secondary school students can be carried out.

Conclusions

This study reveals that Socio-emotional adjustment acts as the best predictor of the Level of aspiration especially vocational aspiration and Hearing Impaired students have moderate Socio-emotional Adjustment. These findings are in line with the findings of Sreeja (2010) that explained Hearing Impaired students had moderate psychosocial adjustment based on gender, place of residence, and socioeconomic status. Their scholastic performance and vocational aspirations were shaped by their psychosocial adjustments. Hearing impaired adolescents in inclusive schools showed higher levels of Socio-emotional Adjustment than those in special schools is one of the major findings of this study. Another key finding is that the Hearing Impaired adolescents enrolled in general schools showed lower levels of social development and adjustment, than those in special schools, which was attributed to the

communication barrier in the language of their preference (Tiejo van Gent et al., 2012). The important psychosocial variable considered for the study is socio-emotional adjustment and it is low for Hearing Impaired children. Theunissen et al., (2014) also revealed that low level of self-esteem for Hearing Impaired children in public environments. Safder .M et al., (2012) concluded that Educational aspiration is low for Hearing Impaired Children in Inclusive schools and they have high social adjustment with peers in Inclusive schools. The same results were reflected in the present study.

The result of the study revealed that socio-emotional adjustment for Hearing Impaired Children in Inclusive schools is high when compared to special schools. The study conducted by Polat (2015) revealed that special school students have high Socio-emotional Adjustment than Inclusive. The result reflected in the study of Neita Israelite et al.,(2002) showed low Socio-emotional Adjustment for Hearing Impaired Children in Inclusive schools compared to Special schools. The present study counters both the studies of Polat (2003) and Neita Israelite et al(2002).

A significant positive correlation was found between the dimensions of predictor variables such as Emotional adjustment and Social adjustment and the Criterion variable (Level of aspiration) for Hearing Impaired students in Inclusive schools. This result supports the finding of Polat (2003) that there was a positive relationship between psychosocial variables and some of the independent variables, such as the use of hearing aids, speech intelligibility, academic achievement, parental hearing status, and communication methods used at school.

One of the major findings of the present study that stands out from the previous research is that the Level of Aspiration is high for Hearing Impaired Children in Special schools. This shows the need to include mandatory training for pre-service and in-service teachers about their pedagogical, psychological, and physiological needs. They are not properly trained to deal with Special needs children during their pre-service training or in-service training period. The findings are congruent with the findings of the previous research conducted by Warnock(2005). This study observed that inclusive education is not suitable for all Hearing Impaired children and Komaseroff and McLean (2006) argued that inclusive education inversely affects Hearing Impaired children.

Rajesh and Chandrasekaran(2014) revealed that Girls had higher Aspirations than that Boys. The findings of the present study also support this result ie, the Level of Aspiration and its components are higher for Hearing Impaired Girls than Hearing Impaired Boys.

The overall educational aspiration of special need student is below average. It is due to their physical disability which makes them a little frustrated. Special schools are beneficial for Hearing Impaired students because they provide a special environment and use special teaching techniques. It is recommended that more schools should be run for special needs students. The result of this study supports the findings of Lenka and Kant(2016) that the Level of Aspiration of students in inclusive schools is low. But the Level of Aspiration is high in special schools because of the individual support and caring of special teachers. But the study conducted by

Pandith(2017) explained that Hearing Impaired students do not differ in their Level of Aspiration.

Many authors have researched inclusive education, but few have conducted studies on the psychological variables of Hearing impaired students. However, only a few research support the need for improving the aspiration of Hearing Impaired students about Self acceptance and Socio-emotional Adjustment. This study is the first attempt to compare Hearing Impaired students in special and inclusive classroom settings about the above-mentioned variables. A common theme taken from the research seems to be that inclusion helps to establish Self acceptance and socio-emotional adjustment. But the Level of Aspiration is higher in special school students. It may be due to the qualified and trained special teachers who work with children. It may be concluded that this research seems to be consistent with other studies on the benefits of inclusion.

CHAPTER 6
RECOMMENDATIONS

- Educational Implications

Every individual whether differently-abled or not is a valued member of society and is to be capable of participating in all aspects of society. For this, the school environment either in an Inclusive school or a Special school should be prepared for providing education that addresses the diverse needs of all individuals, and hence education became a joyful thing for all. Education of specially-abled children has become an inevitable necessity of the 21st century. The major challenge facing teachers, parents, and educators today is whether Inclusive education or Special education is more beneficial for Hearing Impaired children.

The findings of the present study were related to Self acceptance, socio-emotional adjustment, and Level of Aspiration of Hearing Impaired children in both Inclusive schools and Special schools. In the present study, it is revealed that Inclusive education is more suitable for developing Self acceptance and Socio-emotional Adjustment among Hearing Impaired children. It may be due to the Inclusive setting providing more opportunities for Hearing Impaired children to make friends with normal peers, it may develop social skills and help to deal with people more confidently. The results of the study emphasize the need for Self acceptance and socio-emotional adjustment for developing good educational, and career aspirations. These findings have already been reflected in the study of Trussew (2005). It indicated that hearing-impaired students learn social skills from their peers, siblings, and teachers and they have better socialization in Inclusive classroom settings.

In special schools, Hearing Impaired children experience individualised learning. The least restrictive environment, adapted curriculum and method of teaching and the evaluation pattern are also on the needs of the children. Hence they can easily acquire the educational and vocational skills for becoming a productive member of society. These factors may contribute to the aspiration level of Hearing Impaired children at Special schools. The enrichment programmes may be conducted to improve the adjustment of the students with their peer groups and with their families like street play.

The present study shows that the components of socio-emotional adjustment predict the Level of aspiration. Results also revealed that education and career aspiration are highly correlated with Socio-emotional Adjustment. Hence measures need to be taken for increasing the Socio-emotional Adjustment of Hearing Impaired children. For this, attempts should be made on the part of teachers and administrators to ensure equal participation of Hearing Impaired children in curricular and co-curricular activities and ensure the dignity of each child at school, and also appreciate their worth as contributing members of society.

The results of the study indicate that Self acceptance and Socio-emotional Adjustment are the important variables that predict the Level of Aspiration of Hearing Impaired children. So efforts should be made by parents, teachers, and policymakers to improve Self acceptance and Socio-emotional Adjustment. The result of the study also revealed that Hearing Impaired students in Inclusive schools have low aspiration compared to Hearing Impaired children in Special schools. Hence to enhance the

Level of Aspiration of Hearing Impaired children the investigator made the following suggestions.

- Every Inclusive school should have sufficient specially trained special educators. This will help in providing necessary support to special needs children. Along with this special educators having a genuine willingness to serve special needs children should be selected during the recruitment time. It helps to explore the abilities and potentials of Hearing Impaired children.

- Besides, the general education teachers need to be specially trained and sensitized to manage special needs children. For that, during the pre-service training period, trainees are to be equipped with knowledge and skills about Inclusive education in general and sign language in particular. The curriculum for teacher training programmes needs to be carefully developed by an expert group including special educators.

- Propagating the stories of disabled people who succeed in l and introducing their classes for Hearing Impaired children help to inculcate Self-acceptance among Hearing Impaired children

- Parents of Hearing Impaired children are suggested to bring up their children with affection and care and provide the least restrictive environment at home. It helps to develop self-confidence in them. And also provide opportunities for all types of experiences and make sure their interaction with hearing peers. It increases their ability to do things alone and it boosts their Self acceptance. Parents are suggested for don't show sympathy or hate for their impairment

but rather recognize their talents and abilities, it will also help to improve their self-worth.

- Teachers should take the initiative to create a democratic environment at the school and make sure that every child gets the opportunity to take part in the curricular and co-curricular activities, it may enhance confidence and Self acceptance among Hearing Impaired children.

- School authorities are suggested to incorporate Information Technology into the teaching strategy. This kind of innovative technique can address the educational needs of Hearing Impaired students. ICT improves the productivity of Hearing Impaired children as it empowers them to express themselves in their way. So schools should give much emphasis on the implementation of ICT-oriented classrooms because the visual display plays a critical role in helping them to understand a task.

- Provision should be there in special schools and inclusive schools for learning visual communication modes such as sign language, finger spelling, and cued speech.

- It is recommended that Government should ensure the quality of hearing aids provided free of cost to children with hearing impairment. It should be programmed according to the level of impairment and timely replacement of damaged devices and batteries. It ensure regular use of hearing aids by these children and hence promotes more self acceptance

The result of the study revealed that Socio-emotional Adjustment was found to be a significant predictor of the Level of Aspiration of Hearing Impaired secondary school students.

- Hence opportunities should be given to all students to participate in all classroom activities as well as co-curricular activities. The contents of secondary education must be enriched by activities since activity-oriented classroom experience fosters Socio-emotional Adjustment among children. So Practical experiments which support the theoretical concepts should be introduced in the classrooms.

- Schools must give importance to providing counselling services to students who have emotional and adjustment problems. A well-trained counsellor should be appointed for giving guidance and counselling services. The schools must not give importance only to the high achievement of their students but must give importance to teaching them to adjust to themselves and their environment. Teachers are the greatest role model for their students. So, at first, the teacher must have a high level of adjustment and emotional stability and must show their students how to adjust to others.

- It is observed that most of the general education teachers were not interacting actively with Hearing Impaired students as they did with their hearing students. This is also creating emotional adjustment problems in these children. So awareness classes should be arranged for general teachers about the needs of Hearing Impaired children.

- Government is suggested to provide sign language classes for general teachers and hearing students to learn basic sign language and become able to communicate with Hearing Impaired students. This also enhances the Social adjustment of Hearing Impaired children.

The result of the study showed that the Level of Aspiration of Hearing Impaired children is low. To enhance the Level of Aspiration of Hearing Impaired children the following suggestions are made by the researcher.

- As the educational and career aspirations of Hearing impaired children are low, a more suitable curriculum has to be introduced to Hearing impaired children. Language and communication are more difficult for Hearing Impaired children hence reducing the number of language-based subjects and introducing activity-based subjects such as arts, drawing, painting, etc. It will help them to aspire to suitable jobs and suitable educational opportunities. Hence School curriculum should be revised in such a way that supports the educational and vocational Aspirations of children.

- Vocational training is made compulsory as part of the education of Special needs children, especially the Hearing Impaired, it helps to develop their inner abilities to make them good artists, fashion designers, embroidery workers, scientists, writers, Software and hardware engineers, architects, craftsmen, etc.

- The majority of teachers are lacking the necessary training for career guidance, and schools lacked sufficient career counselling programmes suitable for Hearing Impaired children. Possible solutions include guiding students through their academic choices so that they align with their professional

objectives. It is important to guide parents, siblings, and other community members on how to approach Hearing Impaired students about their interest in and aptitude for various subjects.

- It is recommended that the Government assist Hearing Impaired children in acquiring specific, tolerable hearing aids and guarantee the availability of audiologists, counsellors, and full-time special educators at Special schools and Inclusive schools.

- Conducting school based screening programmes like New born Hearing Screening program, which may avoid unaddressed hearing problems and it helps to implement effective interventions at the school level itself.

- Training programs and refresher courses should be given to general teachers to improve their knowledge to understand the innovative technology and assistive devices for special needs children. It can help to address the educational needs of Hearing Impaired children.

Conclusions

The period of secondary school is crucial because it is during this time that adolescents begin to make important decisions about their personal, educational, career, and social trajectories, as well as identify their aspirations. Setting aspirations is a crucial developmental activity for adolescents. However, adolescents with hearing impairment may confront numerous obstacles, such as societal attitudes, low parental and educator expectations, insufficient career exploration experience, a lack of working role models, and inadequate vocational skills, among others. This may

negatively impact their aspiration level. To achieve their aims and aspirations, primarily planted the seeds of Self acceptance and social and emotional adjustment in them. For this purpose, these students require an adapted school and learning environment, whether it is an Inclusive school or a Special school.

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APPENDICES

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SELF ACCEPTANCE SCALE
(Draft - Malayalam)

Bincy. P   **Prof. (Dr.) K.P. Meera**
Research Scholar   Professor

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ Self acceptance Scale നു മായി ബന്ധപ്പെട്ടതാണ്. ഉത്തരക്കടലാസ്സിൽ ഓരോ പ്രസ്താവനക്കും മൂന്നുവീതം പ്രതി കരണങ്ങൾ ('യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല'). ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിൽ പറയുന്ന കാര്യങ്ങൾ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ആ പ്രതികര ണമാണ് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തേണ്ടത്. തന്നിരിക്കുന്ന ഉത്തരക്കടലാ സ്സിൽ അതാത് പ്രസ്താവനകളുടെ നമ്പറിനെതിരെ നിങ്ങളുടെ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തണം.

നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവ ശ്യത്തിനു വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

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1. എന്റെ ബാഹ്യസൗന്ദര്യത്തിൽ ഞാൻ തൃപ്തനാണ്.

2. ഞാൻ മറ്റൊരാളായിരുന്നെങ്കിൽ എന്ന് പലപ്പോഴും ചിന്തിക്കാറുണ്ട്.

3. എനിക്ക് ആത്മധൈര്യം കുറവാണ്.

4. ഞാൻ തനിച്ചിരിക്കുമ്പോൾ എന്റെ പോരായ്മകളെ കുറിച്ച് ഓർത്ത് വിഷമി ക്കാറുണ്ട്.

5. എന്നെ ഒന്നിനും കൊള്ളില്ല എന്ന് തോന്നാറുണ്ട്.

6. സ്വയം അഭിമാനിക്കത്തക്കതായി എനിക്ക് വളരെയൊന്നും ഇല്ല എന്ന് തോന്നാറുണ്ട്.

7. ജീവിതത്തിൽ ഞാൻ ഒരു പൂർണ്ണ പരാജയമാണ്.

8. പലപ്പോഴും എന്നെകുറിച്ച് എനിക്ക് ലജ്ജ തോന്നാറുണ്ട്.

9. ഞാൻ ശുഭാപ്തി വിശ്വാസിയാണ്.

10. എന്റെ ജീവിതം പ്രയോജനമില്ലാത്തതാണെന്ന് പലപ്പോഴും തോന്നാറുണ്ട്.

11. കേൾവി കുറവുണ്ടെന്ന ചിന്ത ആത്മവിശ്വാസത്തെ നന്നായി ബാധിക്കാറു ണ്ട്.

12. നല്ല സാമ്പത്തിക സ്ഥിതി ഉള്ളവരെ മാത്രമേ ഞാൻ സുഹൃത്തുക്കളായി തിര ഞ്ഞെടുക്കാറുള്ളൂ.

13. മറ്റുള്ളവർ കളിയാക്കും എന്നതിനാൽ ഞാൻ ക്ലാസിൽ സംശയനിവാരണം നടത്താറില്ല.

14. എന്റെ മാതാപിതാക്കളുടെ മകനോ മകളോ ആയി ജനിച്ചതിൽ എനിക്ക് അഭിമാനമുണ്ട്.

15. പൊതുപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാൻ വിമുഖത കാണിക്കാറുണ്ട്.

16. ക്ലാസ്സിൽ ഉയർന്ന മാർക്ക് വാങ്ങുന്നവർക്കു മാത്രമേ ജീവിതത്തിൽ വിജയം കൈവരിക്കാൻ കഴിയൂ.

17. സൗന്ദര്യമുള്ള വിദ്യാർത്ഥികളെയാണ് അധ്യാപകർ കൂടുതൽ ഇഷ്ടപ്പെടുന്നത്.

18. ക്ലാസിൽ ഉയർന്ന മാർക്ക് വാങ്ങാൻ സാധിച്ചില്ലെങ്കിലും ഞാൻ മോശപ്പെട്ടവനല്ല

19. കേൾവി വൈകല്യം എനിക്ക് ജീവിതത്തിൽ വിജയം കൈവരിക്കുന്നതിന് തടസ്സമാണ്.

20. ഭിന്നശേഷി ഉള്ളവർക്ക് സമൂഹത്തിൽ ഉയർന്ന സ്ഥാനം വഹിക്കാൻ കഴിയില്ല.

21. വില കൂടിയ വസ്ത്രങ്ങൾ ധരിക്കുന്നതിലൂടെ മാത്രമേ നല്ല വ്യക്തിത്വം ഉണ്ടാക്കാൻ കഴിയൂ.

22. പരീക്ഷയിൽ മാർക്ക് കുറഞ്ഞതുകൊണ്ട് എന്റെ ആത്മവിശ്വാസം നഷ്ടപ്പെടാറില്ല.

23. സ്കൂളിൽ പഠനത്തിൽ പിന്നോക്കം വരുമ്പോൾ ഞാൻ ഒരു പൂർണ്ണപരാജയം ആണെന്ന് തോന്നാറുണ്ട്.

24. നിത്യജീവിതത്തിൽ നടക്കുന്ന എല്ലാ കാര്യങ്ങളും ഞാൻ വളരെ ഉത്സാഹത്തോടെയാണ് നോക്കിക്കാണുന്നത്.

25. സുഹൃത്തുക്കൾക്ക് കിട്ടുന്ന അവസരം തനിക്ക് കിട്ടുന്നില്ലല്ലോ എന്ന് ഓർത്ത് പരിതപിക്കാറുണ്ട്.

26. കൂടുതൽ സുഖസൗകര്യങ്ങൾ ഉള്ള ഒരു വീട്ടിൽ ജനിച്ചിരുന്നെങ്കിൽ എന്ന് പലതവണ ഞാൻ ആഗ്രഹിച്ചിട്ടുണ്ട്.

27. എന്റെ അഭിപ്രായങ്ങൾ ശരിയായാലും തെറ്റായാലും തുറന്നു പറയാറുണ്ട്.

28. നിത്യജീവിതത്തിൽ നടക്കുന്ന എല്ലാ കാര്യങ്ങളും എനിക്ക് താൽപര്യമുളവാക്കുന്നതാണ്.

29. ഉത്തരവാദിത്വങ്ങൾ ഏറ്റെടുക്കാൻ ഞാൻ വിമുഖത കാണിക്കാറുണ്ട്.

30. എന്റെ ജീവിതത്തിൽ നടക്കുന്ന എല്ലാ കാര്യങ്ങളും ഞാൻ ഒരേ മനസ്സോടെ സ്വീകരിക്കാറുണ്ട്.

31. മറ്റുള്ളവർ എന്നെ വിമർശിക്കുന്നത് എനിക്ക് സഹിക്കാൻ കഴിയില്ല

32. സാധാരണ കുട്ടികളിൽ നിന്നും വ്യത്യസ്തനാണെന്ന ചിന്ത എന്നിൽ അപകർഷതാബോധം ഉണ്ടാക്കുന്നു.

33. കാര്യങ്ങളെ മനഃസാന്നിദ്ധ്യത്തോടെ നേരിടാൻ എനിക്ക് സാധിക്കും.

34. കോപം വരുമ്പോൾ ആത്മനിയന്ത്രണം പാലിക്കാൻ എനിക്ക് കഴിയും

35. ജീവിതത്തിൽ ബുദ്ധിമുട്ടുകൾ അനുഭവപ്പെടുമ്പോൾ ഞാൻ പ്രത്യാശ കൈവിടാറില്ല.

36. ചെറിയ കാര്യങ്ങൾക്കുപോലും ഞാൻ വീട്ടിൽ വഴിക്കിടാറുണ്ട്.

37. മറ്റുള്ളവർ ഉപദേശിക്കുമ്പോൾ എനിക്ക് ദേഷ്യം തോന്നാറുണ്ട്.

38. എന്നോട് ശത്രുത പുലർത്തുന്നവരോട് പോലും എനിക്ക് സ്നേഹത്തോടെ പെരുമാറാൻ കഴിയും.

39. മറ്റുള്ളവർ എന്നെ ഇകഴ്ത്തി സംസാരിക്കുമ്പോഴും എന്റെ നല്ല ഗുണങ്ങൾ ഓർത്ത് ഞാൻ അഭിമാനിക്കാറുണ്ട്.

40. ഏതു പ്രതികൂല സാഹചര്യത്തിലും എനിക്ക് ജീവിക്കാൻ സാധിക്കും.

41. എന്റെ കുറവുകൾ എന്നെ അസ്വസ്ഥനാക്കാറില്ല.

42. മാനസിക സമ്മർദ്ദങ്ങൾ നേരിടേണ്ടി വരുമ്പോൾ ഞാൻ പരിഭ്രമിക്കാറുണ്ട്.

43. സ്കൂളുകളിൽ കമ്മിറ്റികൾ രൂപപ്പെടുത്തുമ്പോൾ ഞാൻ അതിന്റെ ഭാഗമാവാൻ ശ്രമിക്കാറുണ്ട്.

44. എന്റെ പരാജയങ്ങളുടെ ഉത്തരവാദിത്വം സ്വയം ഏറ്റെടുക്കാറുണ്ട്.

45. മാതാപിതാക്കളെ വീട്ടുജോലിയിൽ സഹായിക്കാറുണ്ട്.

46. പുതിയ സാഹചര്യങ്ങളിൽ ഇടപഴകാൻ എനിക്ക് മടിയാണ്.

47. ക്ലാസ് ലീഡറാവാൻ അവസരം ലഭിച്ചാൽ ഞാൻ സന്തോഷത്തോടെ സ്വീകരിക്കാറുണ്ട്.

48. കലാ-കായിക പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് മടിയാണ്.

49. പ്രതസന്ധിഘട്ടങ്ങളിൽ ഞാൻ ഓടി ഒളിക്കാറുണ്ട്.

50. പരാജയപ്പെടുമോ എന്ന ഭീതി കാരണം പരീക്ഷാ ദിവസം അവധി എടുക്കാറുണ്ട്.

51. ജീവിതത്തിലെ വെല്ലുവിളികൾ നേരിടാൻ എനിക്കിഷ്ടമാണ്.

52. ഏറ്റെടുത്ത കാര്യങ്ങൾ ഭംഗിയായി ചെയ്തു തീർക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

53. സമൂഹത്തിൽ നടക്കുന്ന അതിക്രമങ്ങൾക്കെതിരെ ഞാൻ പ്രതികരിക്കാറുണ്ട്.

54. ഇന്നത്തെ സാഹചര്യത്തിൽ സാമൂഹിക പ്രശ്നങ്ങളിൽ ഇടപെടാതെ സ്വന്തം കാര്യം നോക്കി ജീവിക്കുന്നതാണ് നല്ലത്.

DEPARTMENT OF EDUCATION
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SELF ACCEPTANCE SCALE
(Final - Malayalam)

Bincy. P	**Prof. (Dr.) K.P. Meera**
Research Scholar	Professor

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ Self acceptance Scale നു മായി ബന്ധപ്പെട്ടതാണ്. ഉത്തരക്കടലാസ്സിൽ ഓരോ പ്രസ്താവനക്കും മൂന്നുവീതം പ്രതി കരണങ്ങൾ ('യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല'). ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിൽ പറയുന്ന കാര്യങ്ങൾ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ആ പ്രതികര ണമാണ് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തേണ്ടത്. തന്നിരിക്കുന്ന ഉത്തരക്കടലാ സ്സിൽ അതാത് പ്രസ്താവനകളുടെ നമ്പറിനെതിരെ നിങ്ങളുടെ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തണം.

നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവ ശ്യത്തിനു വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

1. എന്റെ ബാഹ്യസൗന്ദര്യത്തിൽ ഞാൻ തൃപ്തനാണ്.

2. ഞാൻ മറ്റൊരാളായിരുന്നെങ്കിൽ എന്ന് പലപ്പോഴും ചിന്തിക്കാറുണ്ട്.

3. എനിക്ക് ആത്മധൈര്യം കുറവാണ്.

4. എന്നെ ഒന്നിനും കൊള്ളില്ല എന്ന് തോന്നാറുണ്ട്.

5. സ്വയം അഭിമാനിക്കത്തക്കതായി എനിക്ക് വളരെയൊന്നും ഇല്ല എന്ന് തോന്നാറുണ്ട്.

6. പലപ്പോഴും എന്നെകുറിച്ച് എനിക്ക് ലജ്ജ തോന്നാറുണ്ട്.

7. ഞാൻ ശുഭാപ്തി വിശ്വാസിയാണ്.

8. കേൾവി കുറവുണ്ടെന്ന ചിന്ത ആത്മവിശ്വാസത്തെ നന്നായി ബാധിക്കാറു ണ്ട്.

9. നല്ല സാമ്പത്തിക സ്ഥിതി ഉള്ളവരെ മാത്രമേ ഞാൻ സുഹൃത്തുക്കളായി തിര ഞ്ഞെടുക്കാറുള്ളൂ.

10. എന്റെ മാതാപിതാക്കളുടെ മകനോ മകളോ ആയി ജനിച്ചതിൽ എനിക്ക് അഭിമാനമുണ്ട്.

11. പൊതുപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാൻ വിമുഖത കാണിക്കാറുണ്ട്.

12. ക്ലാസ്സിൽ ഉയർന്ന മാർക്ക് വാങ്ങുന്നവർക്കു മാത്രമേ ജീവിതത്തിൽ വിജയം കൈവരിക്കാൻ കഴിയൂ.

13. ക്ലാസിൽ ഉയർന്ന മാർക്ക് വാങ്ങാൻ സാധിച്ചില്ലെങ്കിലും ഞാൻ മോശപ്പെട്ടവ നല്ല

14. കേൾവി വൈകല്യം എനിക്ക് ജീവിതത്തിൽ വിജയം കൈവരിക്കുന്നതിന് തടസ്സമാണ്.

15. ഭിന്നശേഷി ഉള്ളവർക്ക് സമൂഹത്തിൽ ഉയർന്ന സ്ഥാനം വഹിക്കാൻ കഴിയി ല്ല.

16. വില കൂടിയ വസ്ത്രങ്ങൾ ധരിക്കുന്നതിലൂടെ മാത്രമേ നല്ല വ്യക്തിത്വം ഉണ്ടാ ക്കാൻ കഴിയൂ.

17. പരീക്ഷയിൽ മാർക്ക് കുറഞ്ഞതുകൊണ്ട് എന്റെ ആത്മവിശ്വാസം നഷ്ടപ്പെ ടാറില്ല.ര

18. നിത്യജീവിതത്തിൽ നടക്കുന്ന എല്ലാ കാര്യങ്ങളും ഞാൻ വളരെ ഉത്സാഹ ത്തോടെയാണ് നോക്കിക്കാണുന്നത്.

19. സുഹൃത്തുക്കൾക്ക് കിട്ടുന്ന അവസരം തനിക്ക് കിട്ടുന്നില്ലല്ലോ എന്ന് ഓർത്ത് പരിതപിക്കാറുണ്ട്.

20. കൂടുതൽ സുഖസൗകര്യങ്ങൾ ഉള്ള ഒരു വീട്ടിൽ ജനിച്ചിരുന്നെങ്കിൽ എന്ന് പലതവണ ഞാൻ ആഗ്രഹിച്ചിട്ടുണ്ട്.

21. എന്റെ അഭിപ്രായങ്ങൾ ശരിയായാലും തെറ്റായാലും തുറന്നു പറയാറുണ്ട്.

22. ഉത്തരവാദിത്വങ്ങൾ ഏറ്റെടുക്കാൻ ഞാൻ വിമുഖത കാണിക്കാറുണ്ട്.

23. എന്റെ ജീവിതത്തിൽ നടക്കുന്ന എല്ലാ കാര്യങ്ങളും ഞാൻ ഒരേ മനസ്സോടെ സ്വീകരിക്കാറുണ്ട്.

24. മറ്റുള്ളവർ എന്നെ വിമർശിക്കുന്നത് എനിക്ക് സഹിക്കാൻ കഴിയില്ല

25. സാധാരണ കുട്ടികളിൽ നിന്നും വ്യത്യസ്തനാണെന്ന ചിന്ത എന്നിൽ അപ കർഷതാബോധം ഉണ്ടാക്കുന്നു.

26. കാര്യങ്ങളെ മനഃസാന്നിദ്ധ്യത്തോടെ നേരിടാൻ എനിക്ക് സാധിക്കും.

27. കോപം വരുമ്പോൾ ആത്മനിയന്ത്രണം പാലിക്കാൻ എനിക്ക് കഴിയും

28. ജീവിതത്തിൽ ബുദ്ധിമുട്ടുകൾ അനുഭവപ്പെടുമ്പോൾ ഞാൻ പ്രത്യാശ കൈവിടാറില്ല.

29. ചെറിയ കാര്യങ്ങൾക്കുപോലും ഞാൻ വീട്ടിൽ വഴിക്കിടാറുണ്ട്.

30. മറ്റുള്ളവർ ഉപദേശിക്കുമ്പോൾ എനിക്ക് ദേഷ്യം തോന്നാറുണ്ട്.

31. മറ്റുള്ളവർ എന്നെ ഇകഴ്ത്തി സംസാരിക്കുമ്പോഴും എന്റെ നല്ല ഗുണങ്ങൾ ഓർത്ത് ഞാൻ അഭിമാനിക്കാറുണ്ട്.

32. ഏതു പ്രതികൂല സാഹചര്യത്തിലും എനിക്ക് ജീവിക്കാൻ സാധിക്കും.

33. എന്റെ കുറവുകൾ എന്നെ അസ്വസ്ഥനാക്കാറില്ല.

34. മാനസിക സമ്മർദ്ദങ്ങൾ നേരിടേണ്ടി വരുമ്പോൾ ഞാൻ പരിഭ്രമിക്കാറുണ്ട്.

35. സ്കൂളുകളിൽ കമ്മിറ്റികൾ രൂപപ്പെടുത്തുമ്പോൾ ഞാൻ അതിന്റെ ഭാഗമാ വാൻ ശ്രമിക്കാറുണ്ട്.

36. എന്റെ പരാജയങ്ങളുടെ ഉത്തരവാദിത്വം സ്വയം ഏറ്റെടുക്കാറുണ്ട്.

37. മാതാപിതാക്കളെ വീട്ടുജോലിയിൽ സഹായിക്കാറുണ്ട്.

38. പുതിയ സാഹചര്യങ്ങളിൽ ഇടപഴകാൻ എനിക്ക് മടിയാണ്.

39. ക്ലാസ് ലീഡറാവാൻ അവസരം ലഭിച്ചാൽ ഞാൻ സന്തോഷത്തോടെ സ്വീക രിക്കാറുണ്ട്.

40. കലാ-കായിക പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് മടിയാണ്.

41. പ്രതസന്ധിഘട്ടങ്ങളിൽ ഞാൻ ഓടി ഒളിക്കാറുണ്ട്.

42. പരാജയപ്പെടുമോ എന്ന ഭീതി കാരണം പരീക്ഷാ ദിവസം അവധി എടുക്കാ റുണ്ട്.

43. ജീവിതത്തിലെ വെല്ലുവിളികൾ നേരിടാൻ എനിക്കിഷ്ടമാണ്.

44. ഏറ്റെടുത്ത കാര്യങ്ങൾ ഭംഗിയായി ചെയ്തു തീർക്കാൻ ഞാൻ ശ്രമിക്കാറു ണ്ട്.

45. സമൂഹത്തിൽ നടക്കുന്ന അതിക്രമങ്ങൾക്കെതിരെ ഞാൻ പ്രതികരിക്കാറു ണ്ട്.

DEPARTMENT OF EDUCATION

UNIVERSITY OF CALICUT

SELF ACCEPTANCE SCALE

(Draft - English)

Bincy. P   **Prof. (Dr.) K.P. Meera**
Research Scholar   Professor

Instructions

      The following statements are related to the Self acceptance Scale. Three responses (Agree, Disagree, Undecided) for each statement are given in the response sheet. Read each statement carefully and decide how true it is to you. That response should be marked in the response sheet. Mark your answer by ticking '✓' against the number of each statement on the answer sheet provided.

Your responses will be kept confidential and used for research purposes only.

1. I am satisfied with my external beauty

2. I often wonder if I were someone else.

3. I'm not confident.

4. Whenever I am alone, I worry about my shortcomings

5. I feel like I am good for nothing

6. I feel like I don't have much to be proud of.

7. I am a complete failure in life.

8. I often feel ashamed of myself.

9. I am an optimist.

10. I often feel that my life is useless.

11. I think my hearing impairment harmed my self-confidence

12. I choose only those who have good financial status as friends.

13. I don't clear my doubts in class because others will make fun of me.

14. I am proud to be born as the son/daughter of my parents.

15. I tend to be reluctant to engage in public activities.

16. Only those who get high marks in class can achieve success in life.

17. Teachers favour attractive students

18. Although I did not get high marks in the class, I was not a bad child.

19. Hearing impairment has hindered me from achieving success in my life.

20. People with disabilities cannot hold high positions in society.

21. A good personality can only be made by wearing expensive clothes.

22. I don't want to lose my confidence because of low marks in the exam.

23. I feel like a total failure when I become backward in learning.

24. I watch everything happening in daily life with great enthusiasm.

25. I regret that I didn't get the same opportunities as my friends.

26. Many times I have wished that I had been born in a more comfortable home.

27. I always speak out my opinions, whether it's right or wrong

28. Everything that happens in daily life is very interesting to me.

29. I tend to be reluctant to take on responsibilities.

30. I accept everything that happens in my life equally.

31. I can't stand others criticizing me.

32. The thought of being different from normal children makes me feel inferior.

33. I can deal with things with equanimity.

34. I can't control myself when I get angry.

35. I don't give up hope when I experience difficulties in life.

36. I used to fight at home even over small things.

37. I get angry when others advise me.

38. I can treat even those who are hostile to me with love.

39. Even when people put me down, I remember my positive traits and am grateful for myself.

40. I can survive any adversities.

41. I don't bother about my flaws.

42. I am panic when faced with mental stress.

43. When committees are formed in school I try to be a part of them.

44. I take responsibility for my failures.

45. I help my parents in household work.

46. I am reluctant to engage in new situations.

47. If I get the chance to become a class leader, I gladly accept it.

48. I hesitate to participate in artistic and sports activities.

49. I run and hide in times of crisis.

50. I used to take leave for exams due to the fear of failure.

51. I like to face challenges in life.

52. I try to finish the things I have undertaken beautifully

53. I react against the violence in the society

54. In today's situation it is better to live without getting involved in social problems

DEPARTMENT OF EDUCATION

UNIVERSITY OF CALICUT

SELF ACCEPTANCE SCALE

(FINAL-English)

Bincy. P	**Prof. (Dr.) K.P. Meera**
Research Scholar	Professor

Instructions

The following statements are related to the Self acceptance Scale. Three responses (Agree, Disagree,Undecided) for each statement are given in the response sheet. Read each statement carefully and decide how true it is to you. That response should be marked in the response sheet. Mark your answer by ticking '✓' against the number of each statement on the answer sheet provided.

Your responses will be kept confidential and used for research purposes only.

1. I am satisfied with my external beauty

2. I often wonder if I were someone else.

3. I'm not confident.

4. I feel like I am good for nothing

5. I feel like I don't have much to be proud of.

6. I often feel ashamed of myself.

7. I am an optimist.

8. I think my hearing impairment harmed my self-confidence

9. I choose only those who have good financial status as friends.

10. I am proud to be born as the son/daughter of my parents.

11. I tend to be reluctant to engage in public activities.

12. Only those who get high marks in class can achieve success in life.

13. Although I did not get high marks in the class, I was not a bad child.

14. Hearing impairment has hindered me from achieving success in my life.

15.   People with disabilities cannot hold high positions in society.

16.   A good personality can only be made by wearing expensive clothes.

17.   I don't want to lose my confidence because of low marks in the exam.

18.   I watch everything happening in daily life with great enthusiasm.

19.   I regret that I didn't get the same opportunities as my friends.

20.   Many times I have wished that I had been born in a more comfortable home.

21.   I always speak out my opinions, whether it's right or wrong

22.   I tend to be reluctant to take on responsibilities.

23.   I accept everything that happens in my life equally.

24.   I can't stand others criticizing me.

25.   The thought of being different from normal children makes me feel inferior.

26.   I can deal with things with equanimity.

27.   I can't control myself when I get angry.

28.   I don't give up hope when I experience difficulties in life.

29.   I used to fight at home even over small things.

30.   I get angry when others advise me.

31.   Even when people put me down, I remember my positive traits and am grateful for myself.

32.   I can survive any adversities.

33.   I don't bother about my flaws.

34.   I am panic when faced with mental stress.

35.   When committees are formed in school I try to be a part of them.

36.   I take responsibility for my failures.

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42. I used to take leave for exams due to the fear of failure.

43. I like to face challenges in life.

44. I try to finish the things I have undertaken beautifully

45. I react against the violence in the society

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SELF ACCEPTANCE SCALE
RESPONSE SHEET

Name of Institution .... Gender : Male/Female/Transgender

Age: ....   Class:...............

ക്രമ നമ്പർ	യോജി ക്കുന്നു	അഭി പ്രായ മില്ല	വിയോജി ക്കുന്നു	ക്രമ നമ്പർ	യോജി ക്കുന്നു	അഭി പ്രായ മില്ല	വിയോജി ക്കുന്നു
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25				58			

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SOCIO-EMOTIONAL ADJUSTMENT SCALE

(Draft - Malayalam)

Bincy. P **Prof. (Dr.) K.P. Meera**
Research Scholar Professor

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ Socio-emotional Adjustment Scale നു മായി ബന്ധപ്പെട്ടതാണ്. ഉത്തരക്കടലാസ്സിൽ ഓരോ പ്രസ്താവനക്കും മൂന്നുവീതം പ്രതികരണങ്ങൾ ('യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭി പ്രായമില്ല'). ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിൽ പറയുന്ന കാര്യങ്ങൾ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനി ക്കുക. ആ പ്രതികരണമാണ് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തേണ്ടത്. തന്നിരി ക്കുന്ന ഉത്തരക്കടലാസ്സിൽ അതാത് പ്രസ്താവനകളുടെ നമ്പറിനെതിരെ നിങ്ങളുടെ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തണം.

നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവ ശ്യത്തിനു വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

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1. വീട്ടിൽ വരുന്ന ബന്ധുക്കളോടും മറ്റുള്ളവരോടും സൗഹൃദപരമായി ഇടപെ ടുന്നതിന് എനിക്ക് ലജ്ജ തോന്നാറുണ്ട്.

2. മറ്റുള്ളവരുടെ കൂടെ സമയം ചെലവഴിക്കുന്നതിനേക്കാൾ തനിയെ ഇരിക്കു ന്നതാണ് നല്ലതെന്ന് എനിക്ക് തോന്നാറുണ്ട്.

3. കൂട്ടുകാരുടെയും സഹപാഠികളുടെയും ദുഃഖങ്ങളിൽ പങ്കുചേരാൻ എനിക്ക് കഴിയാറുണ്ട്.

4. പുതിയ സ്കൂൾ സാഹചര്യവുമായി പൊരുത്തപ്പെട്ടുപോകുവാൻ പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.

5. എന്റെ നാട്ടിലെ കലാസാംസ്കാരിക പ്രവർത്തനങ്ങളിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്.

6. വിരുന്നുകളിൽ പങ്കെടുക്കുമ്പോൾ പാലിക്കേണ്ട മര്യാദകൾ പാലിക്കാൻ എനിക്ക് കഴിയാറില്ല.

7. എന്റെ സുഹൃത്തുക്കൾ ചെയ്യുന്ന അനാവശ്യ കാര്യങ്ങൾപോലും ഞാൻ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.

8. പൊതുസമൂഹം അംഗീകരിക്കുന്ന നിയമങ്ങൾ ലംഘിക്കണമെന്ന് എനിക്ക് പലപ്പോഴും തോന്നാറുണ്ട്.

9. എന്റെ ഏറ്റവും വലിയ സമ്പാദ്യം സുഹൃദ്ബന്ധങ്ങളാണെന്ന് ഞാൻ വിശ്വ സിക്കുന്നു.

10. എന്റെ സുഹൃത്തുക്കൾ പറയുന്ന കാര്യങ്ങൾ ക്ഷമയോടെ കേൾക്കാനും മറു പടി നൽകാനും ഞാൻ മടി കാണിക്കാറില്ല.

11. ജാതിമതഭേദമന്യേ എല്ലാ വിദ്യാർത്ഥികളോടും കൂട്ടുകൂടാൻ എനിക്ക് കഴി യാറുണ്ട്.

12. വ്യത്യസ്ത സാഹചര്യങ്ങൾക്കനുസരിച്ച് പ്രവർത്തിക്കാൻ എനിക്ക് കഴിയാറു ണ്ട്.

13. അയൽപക്കത്തുള്ള എല്ലാ കുട്ടികളുമായും എനിക്ക് നല്ല അടുപ്പമുണ്ട്.

14. എന്റെ ക്ലാസ്സിൽ എനിക്ക് അടുത്ത കൂട്ടുകാരായി ആരുമില്ല.

15. കൂട്ടുകാരോടൊന്നിച്ച് ഇരിക്കുമ്പോൾ ആശയവിനിമയം നടത്താൻ എനിക്ക് കഴിയാറില്ല.

16. വളരെ വേഗത്തിൽ പുതിയ സുഹൃത്തുക്കളെ സമ്പാദിക്കാൻ എനിക്ക് കഴി യാറുണ്ട്.

17. സ്കൂളിലെ എല്ലാ പ്രവർത്തനങ്ങളിലും എന്റെ സജീവപങ്കാളിത്തം ഉണ്ടാകാ റുണ്ട്.

18. നദ്ധസേവന പ്രവർത്തനങ്ങളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്.

19. എന്റെ സുഹൃത്തുക്കളോടൊപ്പം വിനോദയാത്രകൾ സംഘടിപ്പിക്കാൻ ഞാൻ സമയം കണ്ടെത്താറുണ്ട്.

20. എന്റെ വ്യക്തിപരമായ പ്രശ്നങ്ങൾ രക്ഷിതാക്കളോടും സുഹൃത്തുക്കളോടും ചർച്ച ചെയ്യാറുണ്ട്.

21. എന്റെ ബാല്യകാല സുഹൃത്തുക്കൾ, സഹപാഠികൾ എന്നിവരുമായി മെയി ലിലൂടെയും കത്തിലൂടെയും ബന്ധം നിലനിർത്താറുണ്ട്.

22. കഷ്ടപ്പാട് അനുഭവിക്കുന്നവരെ സഹായിക്കുന്നതിനുവേണ്ടി ദുരന്ത സഹാ യനിധികളിൽ പണം നിക്ഷേപിക്കാറുണ്ട്.

23. മദ്യം, മയക്കുമരുന്ന് തുടങ്ങിയ ലഹരിപദാർത്ഥങ്ങൾ ഉപയോഗിക്കുന്ന കൂട്ടു കാരുമായി ഞാൻ അടുപ്പം കൂടാറില്ല.

24. ആളുകളെ അഭിമുഖീകരിക്കുവാൻ എനിക്ക് ഒരിക്കലും മടി തോന്നാറില്ല.

25. ഉത്സവങ്ങളിലും മറ്റും പങ്കെടുക്കാൻ എനിക്ക് ഇഷ്ടമല്ല.

26. കുടുംബവീടുകളിലേക്ക് വിരുന്നുപോകാൻ എനിക്ക് ഇഷ്ടമാണ്.

27. സാമൂഹ്യസദസ്സുകളിൽ നിന്നും എന്നെ ഒഴിവാക്കുന്നതായി തോന്നാറുണ്ട്.

28. സുഹൃത്തുക്കളുടെ വിഷമങ്ങൾ ഞാൻ ശ്രദ്ധിക്കാറില്ല.

29. ജീവിതം മുഴുവൻ ദുർഘടമാണെന്ന് ഓർത്ത് ഞാൻ ഉത്കണ്ഠപ്പെടാറുണ്ട്.

30. ഒഴിവുസമയങ്ങളിൽ ടി.വി, കമ്പ്യൂട്ടർ, മൊബൈൽ ഫോൺ എന്നിവയിൽ മു ഴുകി സ്വകാര്യലോകം തീർക്കുന്നതിൽ ഞാൻ സന്തോഷം കണ്ടെത്തുന്നു.

31. അച്ഛനമ്മമാർ സഹോദരങ്ങൾക്ക് കൂടുതൽ ശ്രദ്ധ നൽകുമ്പോഴും കൂടുതൽ സ്നേഹം നൽകുമ്പോഴും എനിക്ക് അവരോട് ദേഷ്യം തോന്നാറുണ്ട്.

32. സൗന്ദര്യത്തിലും ബുദ്ധിയിലും എന്നേക്കാൾ ഉയർന്ന കുട്ടികളോട് എനിക്ക് അസൂയ തോന്നാറുണ്ട്.

33. രക്ഷിതാക്കൾ പഠനകാര്യത്തിൽ മറ്റു കുട്ടികളുമായി എന്നെ താരതമ്യപ്പെടു ത്തുമ്പോൾ എനിക്ക് ദേഷ്യം തോന്നാറുണ്ട്.

34. പഠിക്കാനിരിക്കുമ്പോൾ മറ്റു പല ചിന്തകൾ കാരണം എനിക്ക് പഠനത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ കഴിയാറില്ല.

35. ശിക്ഷയെക്കുറിച്ചുള്ള പേടികാരണം തെറ്റ് ചെയ്താൽ ഞാൻ പലപ്പോഴും കള്ളം പറയാറുണ്ട്.

36. എന്റെ പെട്ടെന്നുള്ള ദേഷ്യം എന്നിൽ പ്രശ്നങ്ങൾ സൃഷ്ടിക്കാറുണ്ട്.

37. ഭാവിജീവിതത്തിൽ സംഭവിച്ചേക്കാവുന്ന വിഷമകരമായ സാഹചര്യങ്ങളെ എങ്ങനെ നേരിടുമെന്നോർത്ത് ഞാൻ ആശങ്കപ്പെടാറുണ്ട്.

38. എന്റെ തെറ്റുകുറ്റങ്ങൾ പരസ്യമായി വിളിച്ചുപറയുന്നവരോട് എനിക്ക് ദേഷ്യം തോന്നാറുണ്ട്.

39. വലിയ ആൾക്കൂട്ടത്തിൽ നിൽക്കേണ്ടിവരുമ്പോൾ എന്റെ ഹൃദയമിടിപ്പ് വർദ്ധിക്കാറുണ്ട്.

40. എഴുന്നേറ്റുനിന്ന് ഉത്തരം പറയേണ്ടിവരുമ്പോൾ എനിക്ക് ലജ്ജ തോന്നാറു ണ്ട്.

41. എന്റെ കഴിവുകൾ അധ്യാപകർ തിരിച്ചറിയപ്പെടാതെ പോകുമ്പോൾ മാന സിക വിഷമം തോന്നാറുണ്ട്.

42. ഞാൻ വിചാരിച്ച കാര്യങ്ങൾ നടക്കാതെ പോവുമ്പോൾ അമിതമായ ദേഷ്യം തോന്നാറുണ്ട്.

43. പലപ്പോഴും ജീവിതത്തിൽ ഒറ്റപ്പെടുന്നു എന്നു തോന്നാറുണ്ട്.

44. കാര്യങ്ങൾ ചെയ്തുതീർക്കുന്നതിൽ കൃത്യനിഷ്ഠ പാലിക്കാറുണ്ട്.

45. എന്റെ കഴിവുകേടുകൾ മറച്ചുവെയ്ക്കാൻ മറ്റുള്ളവരുടെ മേൽ കുറ്റം ചാരാ റുണ്ട്.

46. പലരും എന്നെ വിലകുറച്ച് കാണുന്നതായി തോന്നാറുണ്ട്.

47. ആരുടെ മുന്നിലും അഭിപ്രായം തുറന്നുപറയാൻ എനിക്ക് കഴിയും.

48. അവസരം കിട്ടുമ്പോഴൊക്കെ സുഹൃത്തുക്കളെ പരിഹസിച്ച് സംസാരിക്കാറു ണ്ട്.

49. വീട്ടിൽനിന്നും വല്ലപ്പോഴും പണം മോഷ്ടിക്കാറുണ്ട്.

50. പ്രകോപനം ഉണ്ടായാൽ എന്തു ചെയ്യുമെന്ന് എനിക്കുതന്നെ അറിയില്ല.

51. ഒരു കാര്യം ചെയ്തുകൊണ്ടിരിക്കുമ്പോൾത്തന്നെ എന്റെ ശ്രദ്ധ പലതി ലേക്കും പെട്ടെന്ന് മാറിക്കൊണ്ടിരിക്കും.

52. ദേഷ്യം വരുമ്പോൾ ഞാൻ സാധനങ്ങൾ എറിഞ്ഞുടയ്ക്കാറുണ്ട്.

53. തെറ്റു ചെയ്താൽപോലും ഞാൻ ചെയ്തത് ശരിയാണെന്ന് ന്യായീകരിക്കാ റുണ്ട്.

54. മാതാപിതാക്കൾ വഴക്ക് പറയുമ്പോൾ കരഞ്ഞുകൊണ്ട് അവരുടെ സഹ താപം പിടിച്ചുപറ്റാറുണ്ട്.

55. സ്കൂളിൽ പോകാനുള്ള മടികാരണം വയറുവേദന, തലവേദന തുടങ്ങിയവ അഭിനയിക്കാറുണ്ട്.

56. ഉറക്കത്തിൽ സ്ഥിരമായി പേടിപ്പെടുത്തുന്ന സ്വപ്നങ്ങൾ കാണാറുണ്ട്.

57. ഞാൻ ചെയ്താൽ മാത്രമേ കാര്യങ്ങൾ മികവുറ്റതാക്കാൻ കഴിയൂ എന്ന് തോന്നാറുണ്ട്.

58. ഓരോ ദിവസവും ക്ലാസ്സിൽ പഠിപ്പിച്ച പാഠഭാഗങ്ങൾ അന്നന്നുതന്നെ പഠിച്ചു തീർക്കാറുണ്ട്.

59. വിഷമങ്ങൾ വരുമ്പോൾ എനിക്ക് ഭക്ഷണം പോലും കഴിക്കാൻ തോന്നാറില്ല.

60. വിഷമങ്ങൾ വരുമ്പോൾ ഞാൻ കൂടുതൽ ഭക്ഷണം കഴിക്കാറുണ്ട്.

61. ബന്ധുവീടുകളിൽ താമസിക്കാൻ പോകുമ്പോൾ രാത്രിയിൽ ഒറ്റയ്ക്കിരുന്ന് കരയാറുണ്ട്.

62. തോറ്റുപോയാൽ നാണക്കേടാണെന്ന ചിന്തകാരണം കലാകായിക മത്സരങ്ങളിൽനിന്ന് ഞാൻ ഒഴിഞ്ഞുനിൽക്കാറുണ്ട്.

63. അധ്യാപകരുടെ താരതമ്യരീതിയും വിമർശനങ്ങളും എന്നിൽ ആത്മവിശ്വാസ കുറവ് ഉണ്ടാക്കുന്നു.

64. എല്ലാവരോടും സത്യസന്ധമായി പെരുമാറാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.

65. ചെറിയ കാര്യങ്ങൾക്കുപോലും ഞാൻ മറ്റുള്ളവരോട് ദേഷ്യപ്പെടാറുണ്ട്.

66. മറ്റുള്ളവർ എന്നെ പരിഗണിക്കുന്നില്ല എന്ന ചിന്ത എന്നെ വളരെ അധികം അലട്ടാറുണ്ട്.

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SOCIO-EMOTIONAL ADJUSTMENT SCALE
(Final-Malayalam)

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നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ Socio-emotional Adjustment Scale നു മായി ബന്ധപ്പെട്ടതാണ്. ഉത്തരക്കടലാസ്സിൽ ഓരോ പ്രസ്താവനക്കും മൂന്നുവീതം പ്രതികരണങ്ങൾ ('യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല'). ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിൽ പറയുന്ന കാര്യങ്ങൾ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ആ പ്രതികരണമാണ് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തേണ്ടത്. തന്നിരിക്കുന്ന ഉത്തരക്കടലാസ്സിൽ അതാത് പ്രസ്താവനകളുടെ നമ്പറിനെതിരെ നിങ്ങളുടെ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തണം.

നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യത്തിനു വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

1.	വീട്ടിൽ വരുന്ന ബന്ധുക്കളോടും മറ്റുള്ളവരോടും സൗഹൃദപരമായി ഇടപെടുന്നതിന് എനിക്ക് ലജ്ജ തോന്നാറുണ്ട്.
2.	കൂട്ടുകാരുടെയും സഹപാഠികളുടെയും ദുഃഖങ്ങളിൽ പങ്കുചേരാൻ എനിക്ക് കഴിയാറുണ്ട്.
3.	എന്റെ നാട്ടിലെ കലാസാംസ്കാരിക പ്രവർത്തനങ്ങളിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്.
4.	വിരുന്നുകളിൽ പങ്കെടുക്കുമ്പോൾ പാലിക്കേണ്ട മര്യാദകൾ പാലിക്കാൻ എനിക്ക് കഴിയാറില്ല.
5.	എന്റെ സുഹൃത്തുക്കൾ ചെയ്യുന്ന അനാവശ്യ കാര്യങ്ങൾപോലും ഞാൻ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.
6.	പൊതുസമൂഹം അംഗീകരിക്കുന്ന നിയമങ്ങൾ ലംഘിക്കണമെന്ന് എനിക്ക് പലപ്പോഴും തോന്നാറുണ്ട്.
7.	എന്റെ ഏറ്റവും വലിയ സമ്പാദ്യം സുഹൃദ്ബന്ധങ്ങളാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.
8.	എന്റെ സുഹൃത്തുക്കൾ പറയുന്ന കാര്യങ്ങൾ ക്ഷമയോടെ കേൾക്കാനും മറുപടി നൽകാനും ഞാൻ മടി കാണിക്കാറില്ല.

9. ജാതിമതഭേദമന്യേ എല്ലാ വിദ്യാർത്ഥികളോടും കൂട്ടുകൂടാൻ എനിക്ക് കഴിയാറുണ്ട്.

10. അയൽപക്കത്തുള്ള എല്ലാ കുട്ടികളുമായും എനിക്ക് നല്ല അടുപ്പമുണ്ട്.

11. എന്റെ ക്ലാസ്സിൽ എനിക്ക് അടുത്ത കൂട്ടുകാരായി ആരുമില്ല.

12. കൂട്ടുകാരോടൊന്നിച്ച് ഇരിക്കുമ്പോൾ ആശയവിനിമയം നടത്താൻ എനിക്ക് കഴിയാറില്ല.

13. വളരെ വേഗത്തിൽ പുതിയ സുഹൃത്തുക്കളെ സമ്പാദിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.

14. സ്കൂളിലെ എല്ലാ പ്രവർത്തനങ്ങളിലും എന്റെ സജീവപങ്കാളിത്തം ഉണ്ടാകാറുണ്ട്.

15. നിർദ്ധസേവന പ്രവർത്തനങ്ങളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്.

16. എന്റെ സുഹൃത്തുക്കളോടൊപ്പം വിനോദയാത്രകൾ സംഘടിപ്പിക്കാൻ ഞാൻ സമയം കണ്ടെത്താറുണ്ട്.

17. എന്റെ വ്യക്തിപരമായ പ്രശ്നങ്ങൾ രക്ഷിതാക്കളോടും സുഹൃത്തുക്കളോടും ചർച്ച ചെയ്യാറുണ്ട്.

18. എന്റെ ബാല്യകാല സുഹൃത്തുക്കൾ, സഹപാഠികൾ എന്നിവരുമായി മെയിലിലൂടെയും കത്തിലൂടെയും ബന്ധം നിലനിർത്താറുണ്ട്.

19. കഷ്ടപ്പാട് അനുഭവിക്കുന്നവരെ സഹായിക്കുന്നതിനുവേണ്ടി ദുരന്ത സഹായനിധികളിൽ പണം നിക്ഷേപിക്കാറുണ്ട്.

20. മദ്യം, മയക്കുമരുന്ന് തുടങ്ങിയ ലഹരിപദാർത്ഥങ്ങൾ ഉപയോഗിക്കുന്ന കൂട്ടുകാരുമായി ഞാൻ അടുപ്പം കൂടാറില്ല.

21. ആളുകളെ അഭിമുഖീകരിക്കുവാൻ എനിക്ക് ഒരിക്കലും മടി തോന്നാറില്ല.

22. കുടുംബവീടുകളിലേക്ക് വിരുന്നുപോകാൻ എനിക്ക് ഇഷ്ടമാണ്.

23. സാമൂഹ്യസദസ്സുകളിൽ നിന്നും എന്നെ ഒഴിവാക്കുന്നതായി തോന്നാറുണ്ട്.

24. സുഹൃത്തുക്കളുടെ വിഷമങ്ങൾ ഞാൻ ശ്രദ്ധിക്കാറില്ല.

25. ജീവിതം മുഴുവൻ ദുർഘടമാണെന്ന് ഓർത്ത് ഞാൻ ഉത്കണ്ഠപ്പെടാറുണ്ട്.

26. ഒഴിവുസമയങ്ങളിൽ ടി.വി, കമ്പ്യൂട്ടർ, മൊബൈൽ ഫോൺ എന്നിവയിൽ മുഴുകി സ്വകാര്യലോകം തീർക്കുന്നതിൽ ഞാൻ സന്തോഷം കണ്ടെത്തുന്നു.

27. അച്ഛനമ്മമാർ സഹോദരങ്ങൾക്ക് കൂടുതൽ ശ്രദ്ധ നൽകുമ്പോഴും കൂടുതൽ സ്നേഹം നൽകുമ്പോഴും എനിക്ക് അവരോട് ദേഷ്യം തോന്നാറുണ്ട്.

28. സൗന്ദര്യത്തിലും ബുദ്ധിയിലും എന്നേക്കാൾ ഉയർന്ന കുട്ടികളോട് എനിക്ക് അസൂയ തോന്നാറുണ്ട്.

29. പഠിക്കാനിരിക്കുമ്പോൾ മറ്റു പല ചിന്തകൾ കാരണം എനിക്ക് പഠനത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ കഴിയാറില്ല.

30. ശിക്ഷയെക്കുറിച്ചുള്ള പേടികാരണം തെറ്റ് ചെയ്താൽ ഞാൻ പലപ്പോഴും കള്ളം പറയാറുണ്ട്.

31. ഭാവിജീവിതത്തിൽ സംഭവിച്ചേക്കാവുന്ന വിഷമകരമായ സാഹചര്യങ്ങളെ എങ്ങനെ നേരിടുമെന്നോർത്ത് ഞാൻ ആശങ്കപ്പെടാറുണ്ട്.

32. വലിയ ആൾക്കൂട്ടത്തിൽ നിൽക്കേണ്ടിവരുമ്പോൾ എന്റെ ഹൃദയമിടിപ്പ് വർദ്ധിക്കാറുണ്ട്.

33. എഴുന്നേറ്റുനിന്ന് ഉത്തരം പറയേണ്ടിവരുമ്പോൾ എനിക്ക് ലജ്ജ തോന്നാറുണ്ട്.

34. എന്റെ കഴിവുകൾ അധ്യാപകർ തിരിച്ചറിയപ്പെടാതെ പോകുമ്പോൾ മാനസിക വിഷമം തോന്നാറുണ്ട്.

35. ഞാൻ വിചാരിച്ച കാര്യങ്ങൾ നടക്കാതെ പോവുമ്പോൾ അമിതമായ ദേഷ്യം തോന്നാറുണ്ട്.

36. പലപ്പോഴും ജീവിതത്തിൽ ഒറ്റപ്പെടുന്നു എന്നു തോന്നാറുണ്ട്.

37. കാര്യങ്ങൾ ചെയ്തുതീർക്കുന്നതിൽ കൃത്യനിഷ്ഠ പാലിക്കാറുണ്ട്.

38. എന്റെ കഴിവുകേടുകൾ മറച്ചുവെയ്ക്കാൻ മറ്റുള്ളവരുടെ മേൽ കുറ്റം ചാരാറുണ്ട്.

39. പലരും എന്നെ വിലകുറച്ച് കാണുന്നതായി തോന്നാറുണ്ട്.

40. ആരുടെ മുന്നിലും അഭിപ്രായം തുറന്നുപറയാൻ എനിക്ക് കഴിയും.

41. വീട്ടിൽനിന്നും വല്ലപ്പോഴും പണം മോഷ്ടിക്കാറുണ്ട്.

42. പ്രകോപനം ഉണ്ടായാൽ എന്തു ചെയ്യുമെന്ന് എനിക്കുതന്നെ അറിയില്ല.

43. ഒരു കാര്യം ചെയ്തുകൊണ്ടിരിക്കുമ്പോൾത്തന്നെ എന്റെ ശ്രദ്ധ പലതിലേക്കും പെട്ടെന്ന് മാറിക്കൊണ്ടിരിക്കും.

44. ദേഷ്യം വരുമ്പോൾ ഞാൻ സാധനങ്ങൾ എറിഞ്ഞുടയ്ക്കാറുണ്ട്.

45. തെറ്റു ചെയ്താൽപോലും ഞാൻ ചെയ്തത് ശരിയാണെന്ന് ന്യായീകരിക്കാറുണ്ട്.

46. മാതാപിതാക്കൾ വഴക്ക് പറയുമ്പോൾ കരഞ്ഞുകൊണ്ട് അവരുടെ സഹതാപം പിടിച്ചുപറ്റാറുണ്ട്.

47. സ്കൂളിൽ പോകാനുള്ള മടികാരണം വയറുവേദന, തലവേദന തുടങ്ങിയവ അഭിനയിക്കാറുണ്ട്.

48. ഓരോ ദിവസവും ക്ലാസ്സിൽ പഠിപ്പിച്ച പാഠഭാഗങ്ങൾ അന്നന്നുതന്നെ പഠിച്ചു തീർക്കാറുണ്ട്.

49. വിഷമങ്ങൾ വരുമ്പോൾ എനിക്ക് ഭക്ഷണം പോലും കഴിക്കാൻ തോന്നാറില്ല.

50. ബന്ധുവീടുകളിൽ താമസിക്കാൻ പോകുമ്പോൾ രാത്രിയിൽ ഒറ്റയ്ക്കിരുന്ന് കരയാറുണ്ട്.

51. തോറ്റുപോയാൽ നാണക്കേടാണെന്ന ചിന്തകാരണം കലാകായിക മത്സരങ്ങളിൽനിന്ന് ഞാൻ ഒഴിഞ്ഞുനിൽക്കാറുണ്ട്.

52. അധ്യാപകരുടെ താരതമ്യരീതിയും വിമർശനങ്ങളും എന്നിൽ ആത്മവിശ്വാസ കുറവ് ഉണ്ടാക്കുന്നു.

53. എല്ലാവരോടും സത്യസന്ധമായി പെരുമാറാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.

54. ചെറിയ കാര്യങ്ങൾക്കുപോലും ഞാൻ മറ്റുള്ളവരോട് ദേഷ്യപ്പെടാറുണ്ട്.

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SOCIO-EMOTIONAL ADJUSTMENT SCALE

(Draft - English))

Bincy. P   **Prof. (Dr.) K.P. Meera**
Research Scholar   Professor

The following statements are related to the Socio-emotional Adjustment Scale.

Three responses are given for each statement in the answer sheet (agree, disagree, undecided). Read each statement carefully and decide how true it is to you. That response should be marked in the response sheet. Mark your answer by ticking '✓' against the number of each statement on the answer sheet provided.

Your responses will be kept confidential and used for research purposes only.

1.   I feel shy to be friendly with relatives and others who come to my house

2.   I feel that I prefer to be alone than to spend time with other people

3.   I can share the sorrows of my friends and colleagues

4.   It is difficult to adapt to the new school environment

5.   I actively participate in arts and culture activities in my native place

6.   I am not able to follow proper manners when attending parties

7.   I even encourage my friends to do unnecessary things

8.   I have often felt to break the rules accepted by society

9.   I believe that my greatest asset is my friendships

10. I don't hesitate to listen patiently and reply to what my friends have to say

11. I can make friends with all students irrespective of caste and creed

12. I can work according to different situations

13. I am very close to all the kids in the neighborhood

14. I don't have any intimate friends in my class

15. I can't communicate when I am with friends

16. I can make new friends very quickly

17. I actively participate in all the school activities

18. I participate in voluntary service activities

19. I find time for outings with my friends

20. I discuss my problems with my parents and friends

21. I keep in touch with my childhood friends and classmates through email and letters

22. I donate or deposit money in disaster relief funds to help those who are suffering

23. I don't hang out with friends who use drugs or alcohol

24. I never hesitate to face other people

25. I don't like to attend festivals etc.

26. I am interested to go to relatives homes for parties

27. I feel excluded from social gatherings

28. I don't care about my friends' problems

29. I feel anxious because I think that life is hard

30. In my spare time/ free time I find happiness in immersing myself in tv, mobile phone, and computer and completing my world

31. I get angry with my parents when they give more attention and love to my siblings

32. I tend to envy children who are superior to me in beauty and intelligence

33. I get angry when parents compare me to other kids when it comes to learning

34. I can't concentrate on my studies because of many other thoughts when I'm supposed to study

35.   I often lie if I make a mistake because of fear of punishment

36.   My quick temper creates problems for me

37.   I worry about how I will cope with difficult situations that may arise in my future life

38.   I get angry at people who call out my faults publicly

39.   My heartbeat increases when I have to stand in large crowds

40.   I feel shy when I have to stand up and answer

41.   I feel depressed when my skills are not recognized by the teachers

42.   I get extremely angry when things don't work out

43.   I often feel isolated in life

44.   I am punctual in getting things done

45.   I tend to blame others to cover up my shortcomings

46.   Many people seem to underestimate me

47.   I can express my opinion openly in front of anyone

48.   I make fun of my friends whenever I get a chance

49.   I steal money from my home

50.   I do not know what to do when provoked

51.   While doing one thing, my attention can quickly switch to many other things

52.   I throw things when I get angry

53.   Even if I make a mistake, I always justify what I did

54.   When my parents scold me, I cry and win their sympathy

55.   Stomach pain and headache are often feigned as reasons for reluctance to go to school

56.   I constantly have frightening dreams during sleep

57.   I feel like I can only make things perfect if I do

58.   Every day, the lessons taught in the class are studied and completed that day

59.   I don't even feel like eating when I feel bad

60.   I tend to eat more when I'm stressed

61.   I used to cry alone at night when I went to stay with my relatives

62.   I used to stay away from art and sports competitions because I thought it would be a shame if I lost

63.   Teacher's comparison and criticism make me lose my confidence

64.   I like to be honest with everyone

65.   I get angry with others even for small things

66.   The thought that others don't care about me bothers me a lot

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SOCIO-EMOTIONAL ADJUSTMENT SCALE

(Final - English)

Bincy. P   **Prof. (Dr.) K.P. Meera**
Research Scholar   Professor

The following statements are related to the Socio-emotional Adjustment Scale.

Three responses are given for each statement in the answer sheet (agree, disagree, no comments). Read each statement carefully and decide how true it is to you. That response should be marked in the response sheet. Mark your answer by ticking '✓' against the number of each statement on the answer sheet provided.

Your responses will be kept confidential and used for research purposes only.

1. I feel shy to be friendly with relatives and others who come to my house

2. I can share the sorrows of my friends and colleagues

3. I actively participate in arts and culture activities in my native place

4. I am not able to follow proper manners when attending parties

5. I even encourage my friends to do unnecessary things

6. I have often felt to break the rules accepted by society

7. I believe that my greatest asset is my friendships

8. I don't hesitate to listen patiently and reply to what my friends have to say

9. I can make friends with all students irrespective of caste and creed

10. I am very close to all the kids in the neighborhood

11. I don't have any intimate friends in my class

12. I can't communicate when I am with friends

13. I can make new friends very quickly

14. I actively participate in all the school activities

15. I participate in voluntary service activities

16. I find time for outings with my friends

17. I discuss my problems with my parents and friends

18. I keep in touch with my childhood friends and classmates through email and letters

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20. I don't hang out with friends who use drugs or alcohol

21. I never hesitate to face other people

22. I am interested to go to relatives homes for parties

23. I feel excluded from social gatherings

24. I don't care about my friends' problems

25. I feel anxious because I think that life is hard

26. In my spare time/ free time I find happiness in immersing myself in tv, mobile phone, and computer and completing my world

27. I get angry with my parents when they give more attention and love to my siblings

28. I tend to envy children who are superior to me in beauty and intelligence

29. I can't concentrate on my studies because of many other thoughts when I'm supposed to study

30. I often lie if I make a mistake because of fear of punishment

31. I worry about how I will cope with difficult situations that may arise in my future life

32. My heartbeat increases when I have to stand in large crowds

33. I feel shy when I have to stand up and answer

34. I feel depressed when my skills are not recognized by the teachers

35. I get extremely angry when things don't work out

36. I often feel isolated in life

37. I am punctual in getting things done

38. I tend to blame others to cover up my shortcomings

39. Many people seem to underestimate me

40. I can express my opinion openly in front of anyone

41. I steal money from my home

42. I do not know what to do when provoked

43. While doing one thing, my attention can quickly switch to many other things

44. I throw things when I get angry

45. Even if I make a mistake, I always justify what I did

46. When my parents scold me, I cry and win their sympathy

47. Stomach pain and headache are often feigned as reasons for reluctance to go to school

48. Every day, the lessons taught in the class are studied and completed that day

49. I don't even feel like eating when I feel bad

50. I used to cry alone at night when I went to stay with my relatives

51. I used to stay away from art and sports competitions because I thought it would be a shame if I lost

52. Teacher's comparison and criticism make me lose my confidence

53. I like to be honest with everyone

54. I get angry with others even for small things.

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SOCIO EMOTIONAL ADJUSTMENT SCALE
RESPONSE SHEET

Name of Institution .... Gender : Male/Female/Transgender

Age: ....   Class:...............

ക്രമ നമ്പർ	യോജി ക്കുന്നു	അഭിപ്രായ മില്ല	വിയോജി ക്കുന്നു	ക്രമ നമ്പർ	യോജി ക്കുന്നു	അഭിപ്രായ മില്ല	വിയോജി ക്കുന്നു
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31				64			
32				65			
33				66			

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
LEVEL OF ASPIRATION SCALE
(Draft - Malayalam)

Bincy. P   **Prof. (Dr.) K.P. Meera**
Research Scholar   Professor

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ Level of Aspiration Scale നു മായി ബന്ധപ്പെട്ടതാണ്. ഉത്തരക്കടലാസ്സിൽ ഓരോ പ്രസ്താവനക്കും മൂന്നുവീതം പ്രതികരണങ്ങൾ ('യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല'). ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിൽ പറയുന്ന കാര്യങ്ങൾ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ആ പ്രതികര ണമാണ് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തേണ്ടത്. തന്നിരിക്കുന്ന ഉത്തരക്കടലാ സ്സിൽ അതാത് പ്രസ്താവനകളുടെ നമ്പറിനെതിരെ നിങ്ങളുടെ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തണം.

നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവ ശ്യത്തിനു വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

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1. ഇഷ്ടപ്പെടുന്നതെന്തും സ്വന്തമാക്കാൻ ഞൻ പ്രയത്നിക്കാറുണ്ട്.
2. പണം സമ്പാദിക്കുക എന്നത് എന്റെ ജീവിതലക്ഷ്യമാണ്.
3. ചെയ്യാനുദ്ദേശിക്കുന്ന ജോലികൾ പകുതിപോലും ഞാൻ ചെയ്തു തീർക്കാ റില്ല.
4. ചെയ്യേണ്ട കാര്യങ്ങൾ മുൻഗണനാക്രമത്തിൽ ചെയ്തുതീർക്കാൻ എനിക്കറി യില്ല.
5. എന്റെ കാര്യങ്ങൾ എനിക്ക് ഒറ്റക്ക് ചെയ്തു തീർക്കാൻ സാധ്യമല്ല എന്നു തോന്നാറുണ്ട്.
6. ഏത് ജോലി ലഭിച്ചാലും ആത്മാർത്ഥമായി ചെയ്യണമെന്ന് ഞാൻ ആഗ്രഹി ക്കുന്നു.
7. ലക്ഷ്യപ്രാപ്തിക്കുവേണ്ടി ഞാൻ സ്വയം ഉത്സാഹിക്കാറുണ്ട്.
8. സത്യസന്ധത ജീവിതത്തിന്റെ ഭാഗമാക്കണമെന്നാണ് എന്റെ ആഗ്രഹം.
9. എന്റെ ഉയർച്ചക്ക് വേണ്ടി എന്തും ചെയ്യാൻ എനിക്കിഷ്ടമാണ്.
10. അധ്യാപകർ നൽകുന്ന അസൈൻമെന്റുകൾ ഏറ്റവും മികച്ച രീതിയിൽ ചെയ്തു തീർക്കണമെന്ന് എനിക്ക് നിർബന്ധമാണ്.

11. ക്ലാസിൽ പഠനകാര്യത്തിൽ ഒന്നാമതെത്താൻ ശ്രമിക്കാറുണ്ട്.

12. ടെക്സ്റ്റ് ബുക്കും നോട്ടുബുക്കും വൃത്തിയായി സൂക്ഷിക്കാറുണ്ട്.

13. ക്ലാസിൽ നന്നായി പഠിക്കുന്ന കുട്ടികളുമായി കൂട്ടുകൂടാറുണ്ട്.

14. സ്കൂളിലെ പഠനക്ലബുകളിൽ സജീവമായി പ്രവർത്തിക്കാറുണ്ട്.

15. ക്ലാസിലെ പഠനപ്രവർത്തനങ്ങളിൽ മുൻനിരയിൽ ഞാൻ എപ്പോഴും ഉണ്ടാകാറുണ്ട്.

16. എന്റെ പഠനപ്രവർത്തനങ്ങൾ ഞാൻ എപ്പോഴും നീട്ടിവയ്ക്കാറുണ്ട്.

17. പഠനസംബന്ധമായ പ്രശ്നങ്ങൾ എല്ലാം എനിക്ക് പരിഹരിക്കാൻ കഴിയും എന്ന് തോന്നാറുണ്ട്.

18. അധ്യാപകർ നൽകുന്ന പ്രയാസമേറിയ ഹോം വർക്കുകൾപോലും മത്സര ബുദ്ധിയോടെ ഞാൻ ചെയ്തു തീർക്കാറുണ്ട്.

19. നല്ലൊരു ജോലി ലഭിക്കുന്നതിനെകുറിച്ച് ഞാൻ സ്വപ്നം കാണാറുണ്ട്.

20. മറ്റുള്ളവരിൽനിന്ന് അകന്നുമാറി ജീവിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.

21. മികച്ച അധ്യാപകനാവുക എന്നത് എന്റെ സ്വപ്നമാണ്.

22. സമൂഹനന്മയ്ക്കുവേണ്ടി ഗവൺമെന്റ് സർവ്വീസിൽ പ്രവർത്തിക്കണം എന്നാണ് എന്റെ ആഗ്രഹം.

23. പത്രങ്ങളിലും മറ്റു ആനുകാലിക പ്രസിദ്ധീകരണങ്ങളിലും വരുന്ന തൊഴിൽ അവസരങ്ങളെക്കുറിച്ച് ഞാൻ വായിച്ചു മനസ്സിലാക്കാറുണ്ട്.

24. സ്കൂളിലെ കരിയർ ഗൈഡൻസ് ക്ലബ്ബുകളിൽ ഞാൻ സജീവ സാന്നിധ്യമാണ്.

25. ഭാവിയിൽ നല്ലൊരു തൊഴിൽ ലഭിക്കുന്നതിനുവേണ്ടി ജനറൽ നോളജ് ഞാൻ ഹൃദ്യസ്ഥമാക്കാറുണ്ട്.

26. വിവിധ തരത്തിലുള്ള തൊഴിൽ അവസരങ്ങളെക്കുറിച്ച് മുതിർന്നവരോട് ചോദിച്ച് മനസ്സിലാക്കാറുണ്ട്.

27. ഉയർന്ന രീതിയിലുള്ള വിദ്യാഭ്യാസം നേടണമെന്ന് അതിയായ ആഗ്രഹമുണ്ട്.

28. മറ്റുള്ളവരുടെ അഭിനന്ദനങ്ങൾക്ക് പാത്രമാവണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.

29. സമൂഹത്തിൽ ഉന്നതസ്ഥാനം വഹിക്കുന്ന വ്യക്തികളെ ഞാൻ മാതൃകയാക്കാറുണ്ട്.

30. എന്റെ പോസ്റ്റുകൾക്ക് സോഷ്യൽ മീഡിയയിൽ കൂടുതൽ ലൈക്ക് കിട്ടാൻ ആഗ്രഹിക്കാറുണ്ട്.

31. കലാപരിപാടികളിൽ പങ്കെടുക്കുമ്പോൾ മറ്റുള്ളവർ എന്നെ കൈയ്യടിച്ച് അഭിനന്ദിക്കുന്നതായി ഞാൻ സ്വപ്നം കാണാറുണ്ട്.

32. സാമൂഹ്യപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ മറ്റുള്ളവർ എന്നെക്കുറിച്ച് നല്ലത് പറയണമെന്ന് ആഗ്രഹിക്കാറുണ്ട്.

33. എന്റെ അഭിപ്രായങ്ങൾക്കും നിർദ്ദേശങ്ങൾക്കും മതിയായ പ്രാധാന്യം ലഭിക്കുന്നതായി തോന്നാറുണ്ട്.

34. ഒരു ജോലി ചെയ്തു ജീവിക്കേണ്ടതിന്റെ ആവശ്യകതയൊന്നും എനിക്കില്ല.

35. മാധ്യമ ശ്രദ്ധ പിടിച്ചു പറ്റുന്ന വ്യക്തിത്വത്തിനുടമയാവുക എന്നത് എന്റെ ലക്ഷ്യമാണ്.

36. ബാങ്കിംഗ് മേഖലയിൽ ജോലി കിട്ടണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.

37. ആരോഗ്യവാനായ ഒരു വ്യക്തി ആകുക എന്നതാണ് എന്റെ പ്രധാന ലക്ഷ്യം.

38. മറ്റുള്ളവർ ചെയ്യുന്നത് ശരിയാണെങ്കിലും തെറ്റാണെങ്കിലും അനുകരിക്കാൻ ശ്രമിക്കാറുണ്ട്.

39. പാഠഭാഗങ്ങൾ മനസ്സിലാവാതെ വന്നാൽ അധ്യാപകരോട് ചോദിച്ച് സംശയ നിവാരണം നടത്താറുണ്ട്.

40. അധ്യാപകർ ക്ലാസ് എടുക്കുമ്പോൾ ഉറക്കം വരാറുണ്ട്.

41. സ്കൂളിലെ കലാകായിക വേദികളിൽ ശോഭിക്കണമെന്ന് അതിയായി ആഗ്ര ഹിക്കാറുണ്ട്.

42. മനോഹരമായി വസ്ത്രധാരണം നടത്താൻ ഞാൻ ആഗ്രഹിക്കുന്നു.

43. സിവിൽ സർവ്വീസ് നേടിയവരുടെ ഇന്റർവ്യൂകൾ ടി.വി.യിൽ വരുമ്പോൾ ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്.

44. പ്രശസ്തമായ വിദ്യാഭ്യാസ സ്ഥാപനങ്ങളിൽ ചേർന്ന് പഠിക്കണമെന്ന് തോന്നാറുണ്ട്.

45. നിർധനരെയും അശരണരേയും സഹായിക്കുന്ന ഒരു മനുഷ്യസ്നേഹി ആവുക എന്നത് എന്റെ ജീവിതലക്ഷ്യമാണ്.

46. പാഠഭാഗങ്ങൾ കൃത്യനിഷ്ഠയോടെ പഠിച്ചു തീർക്കാറുണ്ട്.

47. എനിക്ക് ചുറ്റുമുള്ള വിവിധതരം തൊഴിലവസരങ്ങളെക്കുറിച്ചൊന്നും മനസ്സി ലാക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല.

48. സമൂഹത്തിലെല്ലാവരാലും അറിയപ്പെടുന്ന വ്യക്തിയാവാൻ ഞാൻ ആഗ്രഹി ക്കുന്നു

49. സമൂഹത്തിൽ ചാരിറ്റി പ്രവർത്തനങ്ങളിൽ മുന്നിട്ടിറങ്ങി പ്രവർത്തിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.

50. ഇഷ്ടപ്പെട്ട വിഷയത്തിൽ ഉന്നതവിദ്യാഭ്യാസം നേടണമെന്ന് ഞാൻ ആഗ്രഹി ക്കുന്നു.

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
LEVEL OF ASPIRATION SCALE
(Final - Malayalam)

Bincy. P   **Prof. (Dr.) K.P. Meera**
Research Scholar   Professor

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ Level of Aspiration Scale നു മായി ബന്ധപ്പെട്ടതാണ്. ഉത്തരക്കടലാസ്സിൽ ഓരോ പ്രസ്താവനക്കും മൂന്നുവീതം പ്രതികരണങ്ങൾ ('യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല'). ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിൽ പറയുന്ന കാര്യങ്ങൾ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ആ പ്രതികര ണമാണ് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തേണ്ടത്. തന്നിരിക്കുന്ന ഉത്തരക്കടലാ സ്സിൽ അതാത് പ്രസ്താവനകളുടെ നമ്പറിനെതിരെ നിങ്ങളുടെ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തണം.

നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവ ശ്യത്തിനു വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

1. ഇഷ്ടപ്പെടുന്നതെന്തും സ്വന്തമാക്കാൻ ഞൻ പ്രയത്നിക്കാറുണ്ട്.

2. പണം സമ്പാദിക്കുക എന്നത് എന്റെ ജീവിതലക്ഷ്യമാണ്.

3. ചെയ്യേണ്ട കാര്യങ്ങൾ മുൻഗണനാക്രമത്തിൽ ചെയ്തുതീർക്കാൻ എനിക്കറി യില്ല.

4. എന്റെ കാര്യങ്ങൾ എനിക്ക് ഒറ്റക്ക് ചെയ്തു തീർക്കാൻ സാധ്യമല്ല എന്നു തോന്നാറുണ്ട്.

5. ഏത് ജോലി ലഭിച്ചാലും ആത്മാർത്ഥമായി ചെയ്യണമെന്ന് ഞാൻ ആഗ്രഹി ക്കുന്നു.

6. ലക്ഷ്യപ്രാപ്തിക്കുവേണ്ടി ഞാൻ സ്വയം ഉത്സാഹിക്കാറുണ്ട്.

7. സത്യസന്ധത ജീവിതത്തിന്റെ ഭാഗമാക്കണമെന്നാണ് എന്റെ ആഗ്രഹം.

8. അധ്യാപകർ നൽകുന്ന അസൈൻമെന്റുകൾ ഏറ്റവും മികച്ച രീതിയിൽ ചെയ്തു തീർക്കണമെന്ന് എനിക്ക് നിർബന്ധമാണ്.

9. ടെക്സ്റ്റ് ബുക്കും നോട്ടുബുക്കും വൃത്തിയായി സൂക്ഷിക്കാറുണ്ട്.

10. ക്ലാസിൽ നന്നായി പഠിക്കുന്ന കുട്ടികളുമായി കൂട്ടുകൂടാറുണ്ട്.

11. സ്കൂളിലെ പഠനക്ലബുകളിൽ സജീവമായി പ്രവർത്തിക്കാറുണ്ട്.

12. അധ്യാപകർ നൽകുന്ന പ്രയാസമേറിയ ഹോം വർക്കുകൾപോലും മത്സര ബുദ്ധിയോടെ ഞാൻ ചെയ്തു തീർക്കാറുണ്ട്.

13. നല്ലൊരു ജോലി ലഭിക്കുന്നതിനെകുറിച്ച് ഞാൻ സ്വപ്നം കാണാറുണ്ട്.

14. സമൂഹനന്മയ്ക്കുവേണ്ടി ഗവൺമെന്റ് സർവ്വീസിൽ പ്രവർത്തിക്കണം എന്നാണ് എന്റെ ആഗ്രഹം.

15. പത്രങ്ങളിലും മറ്റു ആനുകാലിക പ്രസിദ്ധീകരണങ്ങളിലും വരുന്ന തൊഴിൽ അവസരങ്ങളെക്കുറിച്ച് ഞാൻ വായിച്ചു മനസ്സിലാക്കാറുണ്ട്.

16. സ്കൂളിലെ കരിയർ ഗൈഡൻസ് ക്ലബ്ബുകളിൽ ഞാൻ സജീവ സാന്നിധ്യമാണ്.

17. ഭാവിയിൽ നല്ലൊരു തൊഴിൽ ലഭിക്കുന്നതിനുവേണ്ടി ജനറൽ നോളജ് ഞാൻ ഹൃദ്യസ്ഥമാക്കാറുണ്ട്.

18. വിവിധ തരത്തിലുള്ള തൊഴിൽ അവസരങ്ങളെക്കുറിച്ച് മുതിർന്നവരോട് ചോദിച്ച് മനസ്സിലാക്കാറുണ്ട്.

19. ഉയർന്ന രീതിയിലുള്ള വിദ്യാഭ്യാസം നേടണമെന്ന് അതിയായ ആഗ്രഹമുണ്ട്.

20. മറ്റുള്ളവരുടെ അഭിനന്ദനങ്ങൾക്ക് പാത്രമാവണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.

21. സമൂഹത്തിൽ ഉന്നതസ്ഥാനം വഹിക്കുന്ന വ്യക്തികളെ ഞാൻ മാതൃകയാക്കാറുണ്ട്.

22. എന്റെ പോസ്റ്റുകൾക്ക് സോഷ്യൽ മീഡിയയിൽ കൂടുതൽ ലൈക്ക് കിട്ടാൻ ആഗ്രഹിക്കാറുണ്ട്.

23. കലാപരിപാടികളിൽ പങ്കെടുക്കുമ്പോൾ മറ്റുള്ളവർ എന്നെ കൈയ്യടിച്ച് അഭിനന്ദിക്കുന്നതായി ഞാൻ സ്വപ്നം കാണാറുണ്ട്

24. ഒരു ജോലി ചെയ്തു ജീവിക്കേണ്ടതിന്റെ ആവശ്യകതയൊന്നും എനിക്കില്ല.

25. ബാങ്കിംഗ് മേഖലയിൽ ജോലി കിട്ടണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.

26. ആരോഗ്യവാനായ ഒരു വ്യക്തി ആകുക എന്നതാണ് എന്റെ പ്രധാന ലക്ഷ്യം.

27. മറ്റുള്ളവർ ചെയ്യുന്നത് ശരിയാണെങ്കിലും തെറ്റാണെങ്കിലും അനുകരിക്കാൻ ശ്രമിക്കാറുണ്ട്.

28. പാഠഭാഗങ്ങൾ മനസ്സിലാവാതെ വന്നാൽ അധ്യാപകരോട് ചോദിച്ച് സംശയ നിവാരണം നടത്താറുണ്ട്.

29. സ്കൂളിലെ കലാകായിക വേദികളിൽ ശോഭിക്കണമെന്ന് അതിയായി ആഗ്രഹിക്കാറുണ്ട്.

30. മനോഹരമായി വസ്ത്രധാരണം നടത്താൻ ഞാൻ ആഗ്രഹിക്കുന്നു.

31. സിവിൽ സർവ്വീസ് നേടിയവരുടെ ഇന്റർവ്യൂകൾ ടി.വി.യിൽ വരുമ്പോൾ ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്.

32. പ്രശസ്തമായ വിദ്യാഭ്യാസ സ്ഥാപനങ്ങളിൽ ചേർന്ന് പഠിക്കണമെന്ന് തോന്നാറുണ്ട്.

33. പാഠഭാഗങ്ങൾ കൃത്യനിഷ്ഠയോടെ പഠിച്ചു തീർക്കാറുണ്ട്.

34. സമൂഹത്തിലെല്ലാവരാലും അറിയപ്പെടുന്ന വ്യക്തിയാവാൻ ഞാൻ ആഗ്രഹിക്കുന്നു

35. സമൂഹത്തിൽ ചാരിറ്റി പ്രവർത്തനങ്ങളിൽ മുന്നിട്ടിറങ്ങി പ്രവർത്തിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.

36. ഇഷ്ടപ്പെട്ട വിഷയത്തിൽ ഉന്നതവിദ്യാഭ്യാസം നേടണമെന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
LEVEL OF ASPIRATION SCALE
(Draft - English)

Bincy. P   **Prof. (Dr.) K.P. Meera**
Research Scholar   Professor

The following statements are related to the Level of Aspiration Scale.

Three responses are given for each statement in the answer sheet (agree, disagree, undecided). Read each statement carefully and decide how true it is to you. That response should be marked in the response sheet. Mark your answer by ticking '✓' against the number of each statement on the answer sheet provided.

Your responses will be kept confidential and used for research purposes only.

1. I try to own whatever I like.

2. Earning money is my goal in life

3. I won't complete even half of the work which I intend to do.

4. I don't know how to prioritize things and complete them accordingly.

5. I feel like I can't do things alone

6. I want to do whatever job I get with sincerity

7. I push myself to achieve goals

8. I desire to make honesty a part of my life

9. I like to do anything for my achievements

10. I need to accomplish the assignments assigned by the teachers as effectively as I can.

11. I try to be the first in the class.

12. I always keep my textbooks and notebooks tidy.

13. I always stay in touch with the students who do well in academics.

14. I actively participate in study clubs at school.

15. I am always at the forefront of class activities.

16. I always procrastinate on my studies.

17. I feel like I can solve all study-related problems.

18. I competitively complete even the most difficult homework assigned by the teacher.

19. I dream about getting a good job.

20. I want to live away from others.

21. My dream is to become a good teacher.

22. I desire to work in Government service for the good of society

23. I read and understand job opportunities in newspapers and other periodicals

24. I am active in career guidance clubs at school

25. I learn general knowledge to get a good job in future

26. I ask seniors about various career opportunities

27. I have a strong desire to achieve higher education

28. I want to be complimented by others

29. I model people who hold high positions in society

30. I wish to get more likes on my social media posts

31. I often dream of people clapping and applauding me when I participate in cultural events

32. I want others to say good things about me when I engage in social activities

33. My opinions and suggestions seem to receive enough weight

34. I do not require a job to ensure my survival.

35. My goal is to have a media attention-grabbing personality

36. I wish to get a job in the banking sector

37. My main goal is to be in good health.

38. I try to imitate what others do, whether it is right or wrong

39. If I do not understand the lessons, I ask my teachers for clarification

40. I feel sleepy when the teacher takes the classes

41. I have a strong desire to shine in arts and sports events in my school.

42. I always want to dress up beautifully.

43. I pay attention to the interviews of civil service winners on television.

44. I wish to study at reputed educational institutions

45. I want to become a philanthropist who helps the poor and helpless is the goal of my life

46. I studied and completed my lessons punctually

47. I don't make an effort to understand the various job opportunities around me

48. I wish to become a well-known person in society.

49. I wish to take the lead in charity work in the society

50. I wish to pursue higher education in my preferred subject.

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
LEVEL OF ASPIRATION SCALE
(Final - English)

Bincy. P   **Prof. (Dr.) K.P. Meera**
Research Scholar   Professor

The following statements are related to the Level of Aspiration Scale.

Three responses are given for each statement in the answer sheet (agree, disagree, no comments). Read each statement carefully and decide how true it is to you. That response should be marked in the response sheet. Mark your answer by ticking '✓' against the number of each statement on the answer sheet provided.

Your responses will be kept confidential and used for research purposes only.

1.   I try to own whatever I like.

2.   Earning money is my goal in life

3.   I don't know how to prioritize things and complete them accordingly.

4.   I feel like I can't do things alone

5.   I want to do whatever job I get with sincerity

6.   I push myself to achieve goals

7.   I desire to make honesty a part of my life

8.   I need to accomplish the assignments assigned by the teachers as effectively as I can.

9.   I always keep my textbooks and notebooks tidy.

10.   I always stay in touch with the students who do well in academics.

11.   I actively participate in study clubs at school.

12.   I competitively complete even the most difficult homework assigned by the teacher.

13.   I dream about getting a good job.

14.   I desire to work in Government service for the good of society

15. I read and understand job opportunities in newspapers and other periodicals

16. I am active in career guidance clubs at school

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36. I wish to pursue higher education in my preferred subject.

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SCALE OF LEVEL OF ASPIRATION

RESPONSE SHEET

Name of Institution .... Gender : Male/Female/Transgender

Age: .... Class:...............

ക്രമ നമ്പർ	യോജി ക്കുന്നു	അഭി പ്രായ മില്ല	വിയോജി ക്കുന്നു	ക്രമ നമ്പർ	യോജി ക്കുന്നു	അഭി പ്രായ മില്ല	വിയോജി ക്കുന്നു
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