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ACADEMIC PERFORMANCE IN SOCIAL SCIENCES IN RELATION TO THEIR PSYCHOLOGICAL PROFILE OF THE HEARING IMPAIRED COLLEGE STUDENTS

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ABSTRACT

This study aimed to determine the Academic Performance in Social Sciences in relation to Psychological Profile of the hearing impaired college students in Cebu Technological University. This research utilized the descriptive correlation design. The respondents of the study were the 15 hearing impaired taking up Certificate of Technology course enrolled in the school year 2001-2002. The simple percentage, weighted mean were employed to determine the profile of the hearing impaired college students and the chi-square to measure the relationship. The findings of the study were: majorities (53.33 percent) of the respondents were 17 to 20 years old. Mostly (66.7 percent) were female. Most (86.68) of the hearing impaired were profound degree of hearing loss. In their academic performance, they were average. As tot the Intelligence Quotient, they were below average IQ. The respondents' personality is average and low in self-concept. It was concluded in this study that there is no relationship between Academic Profile and Psychological Profile.

INTRODUCTION

Over 600 million people or approximately 10 percent of the world's total population suffer some types of disability. Two thirds of them live in developing countries.

In the Philippines, persons are given priorities stipulated in Presidential Decree no. 603 "Child and Youth Welfare Code", the Magna Carta for Filipinos with Disabilities (Republic Act 7277) and the Accessibility Law (Republic Act 344).

According to the 1987 Constitution Article XIV Section I states that: "The State shall protect and promote the right of all citizens to quality education and shall take appropriate steps to make such education accessible to all.

If it is our aim to make the hearing impaired students become self-reliant, useful and somewhat independent citizens then it is reasonable that the educational provisions geared for their welfare be re-examined and be made relevant to their needs.

Listening is an important tool from the time a child is born. An infant learns to discriminate between loud and soft, high and low and disturbing and pleasant sound. He analyzes the human voice and differentiates his own babbling and crying from the sounds of other (Hallahan et.al.2003).

For most of us, when we die, the sense of hearing is the last senses to leave the body. According to Helen Keller, deafness in these statements: The problems of deafness are deeper and more complex. It is much worse misfortunes for it means the loss of the most vital stimulus, the sound of the voice that brings language, sets thoughts astir and keeps us in the company of man." She further states that deafness has "greater affliction" than blindness.

The term total communication was used to describe the systems that were introduced in the 1970s. It was popularized by Holcomb, the first deaf professional to head a public school program for deaf children, who used it to describe a philosophy that would incorporate all means of communications – use of speech, speech reading, audition, reading, writing, the manual alphabet, manual codes on English and American Sign Language (Winzer,2000).

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In the Philippine educational setting, sign language can be American Sign Language or the Filipino Sign language. What you think in mind is express through your lips and signs it in hands. In other words you are a sign language interpreter and a special education teacher at the same time (Philippine Deaf Resource Center, 2005).

Montessori Method is an experimental observation of young children given freedom in an environment prepared with materials designed for their self-directed learning activity.

The main concern of Social Science is the preparation of citizens for participation in a democratic society. It is also the social education of citizens of an applied field involved in the application information to social problems using intellectual process to the resolution of these problems.

The three main teaching practices used for effective education for the deaf namely: visual, concrete, and experiential (Almerez, Riza V. 2002).

MATERIALS AND METHODS

This study employed the descriptive design.The place of the study was the Cebu Technological University-Main Campus Special Education Center. It is located in M.J. Cuenco Avenue and R. Palma Sts., Cebu City.

The participants of the study were the first year hearing impaired college students who were enrolled in the first semester of academic year 2001-2002 taking up a two-year Certificate of Technology course with different field of specialization namely: major in Computer Technology, Furniture and Cabinet Making and Dressmaking Technology.

Table 1.Research Respondents of the Study

College level	Male	Female	Total
First Year	5	10	15
Total	5	10	15

The audiogram, the CTU Form 137 and the Manchester Personality Test are the instruments. The simple percentage, weighted mean and chi square are the statistical tools used.

Findings

Based on the results of the study the following findings are revealed.

Table 2. Profile of the Hearing Impaired College Students

Category	Frequency		Percentage (%)
1. Age			
17-20	8		53.33
21-25	4		26.67
26-30	3		20.00
Total	15		100
2. Sex			
Female	10		66.67
Male	5		33.33
Total	15		100
3. Hearing Loss	Freq.	WM	
Profound (91above dB)	13	1.2	86.68
Severe (71-90dB)	1		6.66
Moderately Severe	1		6.66

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(56-90dB)	
Moderate (41-55dB)	0
Mild (27-40 dB)	0

Out of fifteen students respondents eight (8) or 53.33 percent were 17-20 years of age where 2 were males and six (6) were females, four (4) or 26.67 percent were 21-25 years old, all are female in gender and nobody is male. Three or 20 percent of the respondents were 26-30 years old, all are male and nobody is female.

Majority of the students were females. This may be due to the fact that females matured ahead compared to males.

Most of the hearing impaired college students belong to Profound degree of hearing loss which have 13 or 86.68 percent.

Table 3. Psychology

Rating	f	%	WM	Description
AA	4	26.7		
A	11	73.3		
BA	0	0	2.27	Average
Total	15	100		

The table above revealed that four (4) students or 26.7 percent were above average, eleven (11) or 73.3 percent were average and none were below average. As a group, the students obtained a weighted mean of 2.27 which means the students were average in the rating of the Psychology subject.

This furnish insight that the students are at their age and can adjust to the society's going on specially that they are with the regular students when it comes to actual work in school.

Table 4. Work Ethics

Rating	f	%	WM	Description
AA	5	33.3		
A	10	66.7		
BA	0	0	2.2	Average
Total	15	100		

The table above reveals that five (5) students or 33.3 percent of the hearing impaired students were above average in the subject Work Ethics. Ten (10) or 66.7 percent were average in their performance of the subject and none were below average. As a group, the students obtained a weighted mean of 2.4 which means the students were average in the rating of the Work Ethics subject.

In Work Ethics they are labeled average because a display of workshops where they spent most of the time of the day.

Table 5. Philippine Socio Economic Life

Rating	f	%	WM	Description
AA	4	26.7		
A	10	66.7		
BA	1	6.7	2.2	Average
Total	15	100		

The table above shows the Philippine Socio Economic Life subject. It reveals the four (4) or 26.6 percent

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hearing impaired college students were noted above average, ten (10) or 66.7 percent were judged average and one (1) or 6.7 percent below average in the subject Philippine Socio Economic Life. None were below average.

From their academic subjects, the hearing impaired students were all rated average and this furnished insights to the researcher that their disability is not a hindrance to be knowledgeable, most especially the school weighs more on their finish projects and not the classroom rating performance.

Table 6. Intelligence Quotient

IQ	Score	f	%	WM	Description
S	128 up				
AA	112-127				
A	88-111				
BA	72-87	8	53.33	1.47	BA
L/I	71 below	7	46.67		
Total		15	100		

The table above shows on their Intelligence Quotient. The tally shows that nobody was superior, above and average range. Eight (8) or 53.33 percent were rated below average and seven (7) or 46.67 percent were low or inferior. The obtained weighted mean was 1.47. This means that below average IQ is not a factor that students were retardate and cannot be a convincing evidence, stated by Meyerson, sensory deficit of hearing often deprived environment that gives rise to unequal opportunities to explore the environment to develop that interest.

Table 7. Personality Traits of the Respondents

HI	Creativity	%	Agree-Ableness	%	Achieve-Ment	%	Extro-vert	%	Resilien-ce	%
High	14	50	13	46.42	12	42.85	15	53.57	11	39.28
Average	12	42.85	13	46.42	11	39.28	11	39.28	14	50.00
Low	2	7.14	15	17.85	5	7.14	3	10.71	3	10.71
Total	28	100	28	100	28	100				

As reflected in the table 7, the hearing impaired college students scored high 15 or 53.57 percent in the extroversion and 14 or 50 percent high in creativity and average score in resilience which is 14 or 50 percent. Lastly, the hearing impaired college students rank high in achievement which is 12 or 42.85 percent.

Table 8. Self Concept

Rating	Range	F	%	WM	Description
High	376-500	0	0		
Average	226-375	6	40		
Low	100-225	9	60	1.4	Low
Total		15	100		

Table 8 above shows the tally of self concept of the hearing impaired students. It is indicated in the table that nobody was noted a high self concept. Six or 40 percent of the hearing impaired students were labeled average and nine or 60 percent were having a low self concept. The group obtained a weighted mean of 1.4 which is evaluated low self concept. The findings pointed out the hearing impaired students were poor in their thinking. Obvious disabilities in speech or hearing impairment pose initial and sometimes persisting barriers.

CONCLUSION

There is no significant relationship between the academic performance and psychological profile of the Hearing Impaired College Students.

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RECOMMENDATIONS

Coordinate service delivery with appropriate support agencies like Ear, Nose and Throat doctors.

Provide advice and guidance to teachers to the provision of direct services to hearing impaired students as well as provide information, advice and guidance to parents.

Educate parents about deafness and sign language, oral-aural, manual, total communication, so that they can provide full communication to their child.

Establish linkages to non-government organizations and private companies to support the hearing impaired for on the job placement.

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