



The effect of Training Communicative Skills on Self-esteem of 15-20 year-old Deaf and Partially Deaf Teenagers

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ABSTRACT

Because of the importance and necessity of self-esteem and communicational skills and their effects on teenagers, daily relations with each other, an omnilateral study of the factors could be efficient in training and educational matters of students with hearing impairments. The study mainly aims to confirm the effect of training communicative skills on self-esteem of deaf and partially deaf teenagers. The research method is experimental, and the plot is pre-test and post-test with control group. The statistical community includes 65 female high school students at craft and technology 24-hours deaf and hard of hearing school in Amol city in 2012-2013 ranging 15-20 years of age. From the community, a 30-students sample was randomly taken and divided into two experimental and control group with 15 students in each. To collect data, Cooper Smith's self-esteem test was used. The experimental group undertook six 1-hour communicative skills trainings, each weak for amount. The results showed that the training had a positive effect on impaired students at $P=0.000$ level. So, it is concluded that training communicative skills is an efficient method in increasing self-esteem in teenagers with hearing impairments.

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Introduction

The deaf are a group of people with impairments. Social reactions and treatments of people in a society toward impaired children and various sensitivities including pity, sympathy and reproach usually puts the children in problems leading to behavioral disorders in the children, the most serious of which include inferiority complex, solitude, and loneliness (Milanifar, 2006).

Children with hearing impairments often lack necessary social skills for positive and purposive correlations. This way cause the students to be rejected by their normal peers. The students are bound to undergo training organized social skills. The skills are supposed to be trained in different situations to simplify generalization (Gresham, 2000). In environments where there are many supporters, students should be provided with numerous social skills to enter social sectors in order to make stable correlation and be socially independent. An impairment in social skills could lead to academic, social and official problems and have negative effects on future life (Calderella & Merrell, 2008). Specialized students undoubtedly have somewhat social skill impairments as well, the impairments predict long-term and short-term emotional, personality adjustment and academic problems (Gresham, Sugai & Homer, 2001).

Results of the study by Eron showed that most children with hearing impairments who had social relation problems, or were rejected by their peer are vulnerable to behavioral, emotional and academic abnormalities (Eron, 2000).

Beryan found that children with hearing impairments were described as unsociable, perplex, anxious, and nervous by their peers. They believed that the children were hermits perhaps because of factors such as inefficient ability in speech, problems concerning social skills, and disability to control their emotions (Beryan, 2000).

So, there is no doubt that deafness or hearing impairment limits mental abilities leading to limitation in social relations followed by a delay in social growth. Deafness and hearing impairment have certain mental, emotional, cognitive and social consequences whose knowledge enables teachers coping with and guiding this group of students (Kordi, Keyanpour & Shahni yeilagh, 2011). Study showed that deaf and partially deaf students in ordinary schools fail in making friendship with their peers, so they feel lonely at school (Noll, 2007). Study showed that any physical impairments and disabilities leads to individuals misinterpretation of their own, and has negative on their efficiency and performance. Handicap may have undesirable effect on a person's life in a long run, leading to negative viewpoints in the handicap and people around them, and this impairs the person's positive self-esteem formation, so these people may feel inferior in social correlations. As result, a positive acceptance of a handicap and people around them enables self-esteem growth and a better adjustment (Heidarpour, Dukanaeifard & Bahari, 2009).

Self-esteem was first used by William James in 1890. he defined it as comparing real ego and ideal ego including an individual's conception of their own features. One may define self-esteem as a long-term personality feature, or as a temporary psychological condition. Self-esteem points to a person's feeling about themselves. Positive ideology leads to a high self-esteem, while negative ideology leads to a low self-esteem. An individual's positive self perception is importance since it gives them the feeling of managing their own life, satisfies them with their relations, and enables them have realistic expectations of their own and follow their dreams. If a person feels a high self-esteem, they will be happy, and trusts themselves and have a great feeling of success. So self-esteem is crucial for an individual, and builds the basis of a positive viewpoint toward

life, while a bad self-esteem is followed by negative a view, lack of self-trust, impaired performance, and misfortune (Mustaq, Shakoor, Azeem & Zia, 2012).

Self-esteem in students in efficient in academic years. Self-esteem is often reduced by a failure, complaint, and rejection. Students with high self-esteem show high levels of reading skill and the same levels of academic success. These students have a positive viewpoint in their lives. Students with low self-esteem are in academic as well as social troubles. The major problem with self-esteem seems to be a student's concern about their peer's view of their personality rather than their homework. When self-esteem is high, students do not care for their peer's views of them. High self-esteem lets students care for their school work and learning rather than their peer's view of them. Students are socially and academically more successful when they have a high self-esteem. Merit, and self-respect are two important parts of self-esteem. The ability to feel respectable and valuable shows the level of self-esteem. Self-esteem is the ability to face life challenges, feel respectable, and deserving. Teenage is a period in life involved with rapid development, variable expectations, variable roles, and complicated communications affecting self-esteem. It is an adjusting factor in teenage growth, and influences teenager's relations with their peers and teachers, and their academic success. High level of self-esteem simplifies attaining a goal. High self-esteem helps symmetrical skills and low self-esteem leads to avoiding problems(Hisken, 2011).

Self-esteem is closely related to cheerfulness, because high self-esteem leads to productive and cheerful life, and low self-esteem leads to depression(Liu, 2012).

Low self-esteem will be followed by important social phenomena including drug abuse, aggression and abnormal activities. Level of self-esteem includes a set of conscious self-evaluating feelings and thoughts. Self-esteem in interpersonal relations is involved with positive self-assessments, and feeling secure, and attention from others(Baccus, Baldwin & Packer, 2004).

As powerful self-esteem is highly important in normal people, it influences abnormal people such as the deaf group specially teenager's study and job improvement, as well as their ability to make better social relations, better emotional adjustments, social participations, obtaining their rights, using opportunities available to them (Hosseinian, pourshahryari & nasrollah kalantari, 2008).

Self esteem is the main element of psychological health, and since it has efficient effects on cognition, motivation, emotion, and behavior, it is highly significant. One important factor influencing self-esteem is membership in minor groups. Since the deaf belong to minor groups, and probably internalize hearing people's view of them, they have a low self-esteem.

In fact, communicative impairment in the deaf leads to social rejection, low education, minor and low- income jobs. These factors can dramatically influence self-esteem. The deaf 's problems traces in the fact that their deafness leads to important changes in their lives. They must learn to adjust with new communicative methods and a different way of living. They have to prove their new identities, build up their social relations, learn to depend on their other senses, and face the fact that they do not hear many sounds in the word. They might face the consequences of hearing disorder. These factors probably influence their self-esteem.

Experiments show that inefficient communication leads to despair, feeling inefficient which in turn reduces self-esteem in the deaf(Jambor& Elliot, 2005).

Albertyn, Kapp& Groenewald(2001) showed that training every day life skills influences people's decision ability, increase in self-esteem, adjustment, and future planning, feeling responsible, and realizing cognitive aspects, and interactions, and the ability to think critically.

Yadav and Iqbal(2009) studied the effect training every day life skills on self-esteem, and sympathy among teenagers. In general, the training worked, and led to positive results in changing view, ideology, and behavior in teenagers. Training communicative skills leads to academic advances, suitable correlation with peers, and enhances self-esteem. Mouse, Houkka, Nevanlinna& Lounnqvist(2001) pointed out that programs to train social skills results in decreasing aggression, anxiety, depression, shyness, and increasing self-esteem.

The present paper also has tried to study the efficient of training communicative skills on self-esteem in deaf and partially deaf teenagers and answer the question: Deaf training communicative skills have an effect on self-esteem in deaf and partially deaf teenagers?

Method:

The research method was experimental, and the plot was pre-test, post-test with a control group.

Community, sample, sampling method:

The statistical community included 65 female high school students suffering deafness and hearing impairment studying in 2012- 2013 with ages ranging 15-20. as all the subjects had lower scores that the cutting point i.e. 25 in cooper smith's self-esteem test, a sample including 30 subjects was randomly chosen and divided into two 15- subjects i.e. the experimental group and the control group.

Research instruments:

This study used Cooper smith's self-esteem test. Cooper smith developed his self-esteem criterium on the basis of the theoretical experience he made on Rogers Deymond's criterium. Cooper's criterium includes 58 items among which 8 item including items 55, 48, 41, 34, 27, 20, 13 and 6 were lie detectors. In general, 50 items are divided on the basis of 4 sub criteria i.e. general self-esteem, social self-esteem, family self-esteem and analytic self-esteem. The test scores range 0 and 1 in numbers 2, 4, 5, 10, 14, 18, 19, 21, 23, 28, 29, 30, 32, 36, 45, 47, 57 the "Yes" answer scores 1 and the "No" answer scores 0, while this is the other way in other numbers; their "Yes" answers score 0 and their "No" answer scores 1. the minimum score would be zero and the maximum one would be 50. if the subject scores more than 4 from 8 lie- detector questions, it implies that the test validity is low, and the subject tried to show themselves more than they deserved(Nazari& Hosseinpour, 2009).

Several studies testified Cooper Smith's test. In shekarkan& Nisi 's study(1995) conducted on the first through third high school students in Najaf Abad, the credit efficiency was measured on the basis of coefficient of scores with their last year averages. The coefficient for the boys and girls was 0.69 and 0.71 respectively which were 0.001 positive. In Shekarkan & Nisi 's study(1995), the reliability coefficients of test conducted with re-testing method was 0.90 and 0.92 for the boys and girls respectively(Nazari& Hosseinpour, 2009).

Table 1: the average, and standard deviation of the pre-test, and post-test scores of the variable "self-esteem"

	Group	N	Average	Standard deviation
Experiment	Pre-test self-esteem	15	22.6000	3.50102
	Post-test self-esteem	15	36.6667	3.63842
Control	Pre-test self-esteem	15	22.0000	2.50713
	Post-test self-esteem	15	22.1333	4.18956

Table 2: the regulated average, standard deviation, and the findings of analysing the co-variance of dependent variable factors

ETA	P	F(26,1)	standard deviation	average	standard deviation	average	variable
0.795	0.000	101.028	1.005	22.240 a	1.005	36.560 a	Self-esteem

Methodology:

In the pre-test stage, the data were collected with the questionnaire. The training plan was accomplished for the students in the experimental group(15). At the end of the training sessions, all the 30 students given the post-test. The communication skills were selected for training. The 6 sessions were held 60 minutes per day each week, and the experimental group took part in classes for one and a half month. The sessions were intended as:

The sessions were intended as:

Session 1: An introduction and value of communication, effective communication barriers, and how to express feelings and transfer message.

Session 2: After reviewing session 1, kinds of communication i.e. verbal, and non-verbal were discussed.

Session 3: the students were taught how to express themselves using "the first person singular pronoun" and agree people.

Session 4: the importance of being a good listener, and the difference between listening and hearing, and active listening barriers and possible reactions from a listener to a speaker were discussed.

Session 5: After reviewing the previous sessions, determinance, assertiveness, and their features were discussed.

Session 6: After reviewing the previous sessions, a discussion and practice of "expressing yourself " and "avoiding undesirable things" was performed with the students. The students were trained by the investigator, himself. As the investigator didn't know "sign language ", the students had to read his lips. If they couldn't, the school teachers we used to interpreter the investigator.

Findings:

Table 1 shows the average , standard deviation of the pre-test and post-test scores of the variable "self-esteem".

As table 1 shows, the average score of the experimental group's self-esteem increased in compare to that of the control group in the post-test stage. To study the difference observed between the two groups, a mono direction co-variance analysis was used. The finding are shown in table 2.

Table 2 shows that there is a positive difference($P=0.000$) between the regulated average of the variable "self-esteem" in the post-test stage in the two groups. So, the hypothesis " training communicative skills has an effect on deaf, and partially deaf teenagers' self-esteem" is testified. The effect coefficient(0.795) shows the high efficiency of the method on the self-esteem of the students with hearing impairments.

Conclusion and discussion:

The present study was conducted to show the efficiency of training communicative skills in self-esteem of deaf and

partially deaf teenagers. The results show that the plan improved self-esteem. These results testify those by Yadav and Iqbal(2009), Albertyn and et al(2001), Heidarpour and et al(2009), Nazari and Hosseinpour(2009).

To declare the result, it could be said that deaf, and partially deaf teenagers feel major changes in their lives because of their problems. One problem is that they fail to communicate friendly with their normal and deaf peers and other people around, and face loneliness, depression, despair and degress. In fact, inefficient communication reduces acceptance from peer's and people around, and this end in a decreased self-esteem. Self-esteem means trusting your own mental ability, success, cheerfulness, self- appreciation, the right to claim a need, accepting yourself, social sufficiency, accepting impairment as a part of your essence,... The factors of communicative skills training plan(including: creating efficient and positive communication – be a great hearing- believing in behavior-express the willings, feelings and thinks- criticize to others saying "No"- wanting what they need to them and pretend of what they don't want) could create a chance for the students to be somewhat in dependable in their talks, appreciate their own ideology, needs, emotions and express them. Moreover, it could create a trust in the trainer, so that they felt him as a part of their essence, and make an efficient communication with him. Communicative skills training can make this communication better and teenagers with learning how they communicate to others that they don't feel loneliness, break and frustrated and they can have suitable and constant communication to others which it can increase teenagers' self-esteem.

The study limitation: the age ranged 15-20, and it was just conducted on female subjects, as well as the lack of pursue, so it can't be generalized.

Evidence shows that in disabled schools, educational programs are mostly based on academic skills, and less is invested on training communicative skills to disabled students and children, so they face shortcomings obtaining communicative skills. Accomplishing communicative skills training programs for people with hearing impairments could be a major step toward socializing and pushing them toward more social activities. So training communicative skills is recommended for disabled schools. Students with hearing impairments are handicaps who could be effective society members. They are have the right to enjoy cultural, social and political privileges available to normal students. So the education ministry has to provide equal opportunities for them, so that they could make use of their potentials. Since communicative skills play an important role in well-bodied

people, a reformation of educational system for these students by authorities seems necessary. Training specialized teachers and trainer and get them to know new methodology is an important step in preparing these students for living in the society. Extraordinary supports from parents could damage impair disabled children's mental integrity. Studies at different age groups and on male groups and comparing them to female subjects is recommended.

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