Social Identity Issues in Children with Hearing Impairment during Transition from Secondary to Higher Secondary Level in Punjab

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**ABSTRACT**

**Objective:** Hearing Impaired students studying in the institutes of the special education Department Punjab at secondary to higher secondary level face problems regarding making choices of which field to choose or which area of work would be suitable to them. Among many issues which hinder students in making these decisions, social identity issues are the prime factor. The problem under research here relates to the sub-theories of social identity theory, namely, social influence, group norms, self enhancement, uncertainty reduction and motivation.

**Methodology:** Population of the study was children with hearing impairment at higher secondary level in special education institutes. Sample of 100 hearing impaired students was taken randomly from the Govt Special Education Institutes of Punjab of which 59 were male and 41 were females.

**Findings:** Social identity in terms of linguistic differences of the bilingual deaf culture arising in the institutes of Punjab is important and ignored factor.

**Implications:** Study is useful for teachers and parents to resolve the linguistic problems in students with hearing impairment. Moreover, other organizations can formulate a strategy to address issues related to career counseling and government can work on standardization and recognition of Sign language in Pakistan as a unique and independent language.

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Introduction
Identity is a complex and evolving cognitive and social construct that includes a set of characteristics or components of identity that bind a person to specific social groups (Moskowitz, 2005). It is also a dynamic and continuous compilation of the meaning of our images of past experiences, present experiences, and what we can do in the future (Tatum 1997).

Social identity of a student determines his concentration on integrating his life and career activities determine his career choice. Professional identity is a special case of social identity with all its fundamental components self-determination in the social sphere, embrace in socialization from a group and optimism towards that (Avdeeva & Safonova 2019).

According to E. Erickson's theory, identity includes the following fundamental components as markers of a person's emotional and social equilibrium: individuality, consciousness, a sense of worth, persistence of life story, and affiliation with multiple social communities. Therefore, individuality is simultaneously a continuing phenomenon with consciousness and a fundamental shift there in capacity of the person to adjust in numerous life circumstances, according to E. Erickson.

On the supposition of J. Marcia – personality is molded by man’s arrangement of issues. Tackling each issue contributes to the personality accomplishment. As an individual makes an assortment of choices the structure of identities develop; the perception of perfections and imperfections in conjunction with objectives introduces the life's rational sense in this development.

The evolving perspectives of group membership often distinctively comes out at times of emergencies and crisis. In circumstances of major life issues’ understanding catastrophes results in modification of beliefs, goals and ideologies. Modern attributes required for social existence arise concurrently with the disaster or emergency. These traits equip a person for the upcoming struggle in life. Personality transformations might occur at the intellectual, affective, or interpersonal domains.

Literature Review
Social identity, which expresses the individual's social position, is a feeling of togetherness with shared values brought on by a perception of social reference groups. It is intrinsically tied to one's sense of one's own individuality and the integrity of one's own personality. On the basis of identification processes, social roles, group values, and behavioural practise are digested. And on the basis of distinction, a person learns to handle social roles. Successful self-fulfillment and societal adaptability depend on the harmony of these processes.

The work of E. Goffman examines the identity dilemma within the setting of social roles. According to the author, social identity is how society characterises a person depending on the characteristics of the socioeconomic standing they are a part of, based on this, several social roles and statuses are used to view social identity.

From the perspective of social constructivism, let's now look at the intricacies of identity construction with young individuals who have hearing loss. The effect of prevalent categorization schemes on how people establish their social identities shapes how those individuals internalize such schemes during their developmental process. The youngster discovers his position in the world and the identity that has been assigned to him during the socialization process. In the future, a person will work to safeguard their identity by selecting details, locations, and other individuals based on similarities. In this situation, stereotypes about handicapped people's view are impacted by how society perceives them as being unable or physically constrained in
unsuitable or inaccessible settings. The latter severely restricts the child's social interaction.

The 'Hard-of-hearing' Identity as a Preemptive Character

Compared to the first two identities, this one is less harmful. It could consist of hearing-impaired pupils who evaluate their hearing state honestly. The development of both social and professional abilities will not be significantly impacted in the classification array, if somehow the part is not the dominant one.

If the role is successful, integration will be emphasised while also engaging in forceful positive reinforcement for deaf children. A drive to differentiate oneself those who have poorer speaking and hearing abilities and who could project the silhouette over the kid having this kind of persona. The tactic being harmful because this causes disagreements among kids who have hearing impairments in their surroundings. Future professional settings may benefit from the ability to assert oneself aggressively.

Ideology of the Deaf Lifestyle: An Overview

Comparisons emerge from distinct conceptual, functional, and political and social factors in this context framework. Within the medical and educational paradigms for the impaired, "normalization" and "integration" have long been regarded as prestige words. According to the integrationist philosophy, people with disabilities should be integrated into society rather than cared for in institutions. This ideology leaves real, observable imprints in the form of many useful assistance, transit options, and sloping curbs. To generalized strategies of integration, Nevertheless, Deaf people have always been a challenge, irrespective of whether they're babies, youngsters, or grownups, as Corker (1993) notes.

The Deaf have called for respect for the unique characteristics of their community (Berbrier 2002). The impairment struggle as a whole has been separated from the Deaf campaign. when it comes to the issue of integration.

Integration is linked to "oralism," a theory of education that holds that deaf people may become "normalized" by learning to speak and read lips, according to Deaf Culture advocates. The Deaf movement contends that Deaf people are a linguistic minority rather than a population that is medically impaired, which calls into question the whole idea of "disability." It is crucial that the Deaf people press for recognition as a linguistic minority. Such a description would imply that society may be convinced to spend money on among other advantages, hand language interpreters, hand language institutions, including daycares, in the politics of identity. Thus, socio-political institutions, programs, and activities are directly related to the identity question. Their distinctive deaf environments' sustainability has been a big worry among the Deaf movement. Schools and deaf organizations have played a significant role in the social lives of many deaf people, and the connections made there are occasionally compared to those made with family.

Most special schools have adopted the integration philosophy, and several institutions have been shut down. Daycare centers, preschools, and institutions of students with deafness are the outliers (Gustavsson and Söder 1993). We have discussed the fight for segregated environments and schools. The activists, however, do not seek out an environment of solitude. The acceptance of Deaf culture is intended to serve as a foundation for deaf people's integration into hearing society. According to sociopsychological rhetoric, one cannot interact with hearing culture unless they are, in the words of one activist, "strong and confident in their Deaf identity." As a result, requests are made that deaf persons have access to interpreters, laptops, and text phones so that they may communicate with the outside world (Socialstyrelsen 2001). Such transformation was made possible by ongoing conflict. The Deaf movement has naturally focused on disputes with
the outside world in its own literature: battles with schools, authorities, and physicians are
detailed (Sacks 1989). While the internal conflicts have also been strong, Compelling narratives
concerning adversity, triumph, and defeat are integral to the narration of events and thus the
formation of personality. (Jacobsson 2000). There have been many situations that have stirred up
great emotions, and there are numerous wings that people are said to belong to. Despite the
importance of hand languages and surroundings for the deaf were widely acknowledged in
Sweden throughout the 1990s, certain performers were occasionally referred to by their critics as
"oralists," while those on the opposing side were called "sign zealots" (ibidem). When cochlear
implants, a medical treatment that produces "artificial" hearing in deaf children, were proposed,
the risk posed by the oralist now outdated instructors, being maintained and shifted towards those
preparation for the operation.

Given that the majority of deaf children today are cochlear implant candidates, today's political
and social discourse having effects that being drastically changing. However, we focus our study
on the Swedish Deaf community in the 1990s to analyse social analogies in a well embedded
local culture.

**Students with Hearing Impairment and Language Planning**

It is now possible to detect hearing loss in children far earlier than before thanks to the advent of
newborn hearing screening in several nations. Even while deaf children still lag behind hearing
counterparts in terms of spoken and signed language development, Early detection and treatment
have resulted in a positive effect (Verbist, 2010). While there are more options for deaf children
to learn spoken language, it is still challenging to provide them with early exposure to a rich and
fluid sign language. The vast number of deaf kids whose caregivers are hearing are especially
affected by this. and instructors can hear. Such generalizations are not for all kids, nor do they
apply to all kids equally. However, given that they apply to a sizable enough proportion of all
deaf children, we think it's critically to reevaluate the way early sign language is used, either in
addition to spoken language or in place of it.

It will be necessary to reevaluate the part hand languages serves in deaf children's education and
development in order to revisit language planning and policy in deaf education. It is important to
note that this is not a discussion of whether natural sign languages, such as American Sign
Language (ASL) and Sign Language of the Netherlands (SLN), are full languages, whether there
is a community of Deaf people for whom sign language serves as both an identifying
characteristic and a primary means of communication, whether sign language and Deaf culture
are crucial pillars of the either the deaf culture or exposure to hand languages and Deaf culture
can be beneficial for deaf kids. Each of such is accurate for us. Providing deaf children with the
best possibilities for academic and personal achievement is the main concern in this situation, not
political or philosophical issues.

Similar to growing up with an ethnic or religious affiliation, may play a significant role in a deaf
child's social-emotional development. Although it appears that no actual research has been done
in this area, such relationships may have larger consequences for schooling and social
functioning throughout the course of a person's lifetime. As a result, nothing is known about the
second component of the bilingual-bicultural educational concept. Deaf children must ultimately
completely integrate into the greater society, or at least that is the societal aim. This entails,
among other things, having the highest level of reading and writing skill feasible for us, for their
parents, and for their future employment (Marschark et al., 2009).

**Rationale of the Study**

Hearing Impaired students studying in the institutes of the special education Department Punjab
at secondary to higher secondary level face problems regarding making choices of which field to
choose or which area of work would be suitable to them. Among many issues which hinder students in making these decisions, social identity issues are the prime factor. The problem under research here relates to the sub-theories of social identity theory, namely, social influence, group norms, self enhancement, uncertainty reduction and motivation.

**Objectives of the Study**
This study has following objectives:
To identify whether social comparison contribute to the social identity issues in children with hearing impairment.
To identify whether self-esteem plays any role in social identity issues in hearing impaired children.
To identify whether linguistically diverse society create social identity issues among hearing impaired children.
To identify whether lack of appropriate career counseling relates to social identity issues among hearing impaired children.
To identify which component, contribute the most to the social identity problems among hearing impaired children.

**Significance of the Study**
Students with hearing impairment face many issues at the time of their transition or when they are given a choice to choose what they are going to do with their lives. Social identity plays a major role in making these decisions. This study will be significant in pointing out key elements which contribute the most in the issues related to social identity of students with hearing impairment and suggest improvements.

**Methodology of the Study**
The purpose of current research was to reveal the clear picture about the social identity issues in students with hearing impairment from secondary to higher secondary level in Govt. Special Education Institutes of Punjab. It was descriptive research. As it pointed out and described the factors which contribute the most in social identity issues in students with hearing impairment.

**Research Population**
The population of this study was students with hearing impairment at secondary to higher secondary level studying the govt Special education institutes of Punjab.

**Research Sample**
The researcher used convenient sampling technique to conduct this research. The sample of the study was 100 students with hearing impairment studying govt special education institutes of Punjab from five divisions (Lahore, Gujranwala Rawalpindi, Sahiwal, and Multan). Out of these 100 students 59 were male 41 were female. 33 of them were from the age group 16-20 years and 67 of them were from the age group of 20-25 years. 47 of the students were in 9th grade, 23 of the 10th grade. 17 students were in 11th grade and 13 of the students were in 12th grade.

**Research Instrument**
The research instrument was a self-constructed questionnaire of 5 points Likert-Scale ranging from strongly agree to strongly disagree. Instrument consisted of 4 main frames and 20 statements. Instrument was found valid in the opinion of the experts. Further the reliability of the instrument was calculated through Cronbach's Alpha and it was 0.755 which is healthy value for an instrument.

**Data Collection**
A questionnaire is a self-constructed data-collection instrument that each research participant
completes as part of a research study. Researchers use questionnaires to obtain information about the social identity issues in students with hearing impairment in the govt special education institutes of Punjab in terms of social comparison, linguistic diversity, self esteem and career counseling.

Data Analysis
To answer to questions of research data was analyzed by using both descriptive and inferential statistics through SPSS (Computer Software).

Major Findings
Findings of the study are as follows

<table>
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<tr>
<th>Responses</th>
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<tbody>
<tr>
<td>Statement 1: My native language is more commonly spoken around me.</td>
</tr>
<tr>
<td>9%</td>
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</tbody>
</table>

Table 1.1 reveals that majority of the respondents stated that native language of deaf community not more often spoken around them is contributor to social identity issues (disagree 51.0% and strongly disagree 16.0%).

<table>
<thead>
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<th>Responses</th>
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<tbody>
<tr>
<td>Statement 2: I do not have sufficient vocabulary to have meaningful communication in my society.</td>
</tr>
<tr>
<td>57%</td>
</tr>
</tbody>
</table>

Table 1.2 reveals that majority of the respondents stated that having not sufficient vocabulary to have meaningful conversation is contributor to social identity issues (agree 57.0% and strongly agree 18.0%).

<table>
<thead>
<tr>
<th>Responses</th>
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<tbody>
<tr>
<td>Statement 3: When I move around in the society, I am seldom misunderstood.</td>
</tr>
<tr>
<td>62%</td>
</tr>
</tbody>
</table>

Table 1.3 reveals that majority of the respondents stated that when they move around in the society they are seldom misunderstood (agree 62.0% and strongly agree 15.0%).

<table>
<thead>
<tr>
<th>Responses</th>
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<tbody>
<tr>
<td>Statement 4: Information about careers that are suitable to me is readily available to me.</td>
</tr>
<tr>
<td>7%</td>
</tr>
</tbody>
</table>

Table 1.4 reveals that majority of the respondents stated that information about careers that are suitable to them is not readily available to them (disagree 68.0% and strongly disagree 9.0%).

<table>
<thead>
<tr>
<th>Responses</th>
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<tbody>
<tr>
<td>Statement 5: There are platforms available in the society which can be explored to avail suitable job for me.</td>
</tr>
<tr>
<td>13%</td>
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</table>

Table 1.5 reveals that majority of the respondents stated platforms are not available in the society which can be explored to avail suitable job to hearing impaired (disagree 60.0% and strongly disagree 10.0%).

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<th>Responses</th>
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<tbody>
<tr>
<td>Statement 6: There are sufficient institutes available in the society which impart skills to hearing impaired to make them ready for suitable job.</td>
</tr>
<tr>
<td>10%</td>
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</tbody>
</table>

Table 1.6 reveals that majority of the respondents stated not sufficient institutes are available in the society which impart skills to hearing impaired to make them ready for suitable job (disagree 58.0% and strongly disagree 18.0%).
Table 1.7

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>SA</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Statement 7: Language is a huge barrier in utilizing platforms which provides information about suitable jobs</td>
<td>61%</td>
<td>4%</td>
<td>11%</td>
<td>21%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 1.7 reveals that majority of the respondents stated language is a huge barrier in utilizing platforms which provides information about suitable jobs (agree 61.0% and strongly agree 21.0%).

Table 1.8

<table>
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<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>SA</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Statement 8: There are not any organization which impart skills for interest based suitable work for the hearing impaired</td>
<td>57%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Table 1.8 reveals that majority of the respondents stated that there are not any organization which impart skill for interest based suitable work for the hearing impaired (agree 57.0% and strongly agree 12.0%).

T-tests

p value (0.877) which is greater than 0.05 indicates there is no significance difference between the social identity issues faced by male and female.

p Value (0.035) which was greater than 0.05 indicates there is significant difference between the opinion of both age groups, 16-20 years and 20-25 years in response to the statement of “Social identity issues in children with hearing impairment during transition from secondary to higher secondary level in Punjab”

Discussion

In light of the major findings and literature review, we can see that social identity in terms of linguistic differences of the bilingual deaf culture arising in the institutes of Punjab is important and ignored factor. As this factor plays an important role at the time of transition of the students with hearing impairment. As long as these issues are addressed problems relating to transition in Punjab will remain neglected and will arose more problems for deaf people choosing professions or making their life choices. Furthermore, the factor of career counseling is also based on linguistic factor differences. Students are unable to access the resources or the institutions for guidance because they are unable to communicate properly in the local languages or access the curriculum in the local languages. As far as the hypothesis of the study concerned because of the data limitation results are not generalizable but still they depict a picture of how social identity issues may vary among different grades and gender and students from different backgrounds.

Recommendations

Following recommendations can be made to Teachers and Parents of students with hearing impairment:

Teachers and parents and coordinate to address issues which can lead to social identity issues in the later stage, and which are in their scope, at earliest stages.

Teachers and parents can coordinate to resolve the linguistic problems in students with hearing impairment.

On coordination of teachers, parents and other organizations they can formulate a strategy to address issues related to career counseling.

Govt. organizations can work on standardization and recognition of Sign language in Pakistan as a unique and independent language.

Recommendations for Further Studies

In the light of above discussion, the researcher can give the following recommendations:

Qualitative research may be conducted across Govt. Special Education Institutions of Punjab to
explore the problem on a deeper level.
Sample size may be increased to see the generalization of the results.
Mixed method research on this topic can provide more evidence of the major factors contributing to social identity issues in the govt. special education institutions of Punjab.

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