

ABSTRACT

This study sought to investigate the effects of selected antecedent conditions and motivational concerns on the locus of control orientation of hearing and hearing-impaired Jamaican students at the age 11+ years, where their future is being determined, in large measure, by their performance on the Common Entrance Examination for entry to High School.

Information was obtained by administering a questionnaire probing the Criterion, together with independent measures of antecedent conditions - Parental Child-Rearing Practices, Social Discrimination and Incapacitating Disabilities - and Motivational Concerns - Expectations of Success/Failure, Realistic/Unrealistic Goal setting and Commitment to Task - to a random sample of 80 Grade 6 students. The sample comprised two sets of hearing Ss in normal schools, mainstreamed with the hearing-impaired, and on their own (N = 30 and 15 respectively); hearing-impaired Ss mainstreamed (N = 10) and in Special Schools (N = 25).

The major findings were as follows:

- (1) Hearing Ss, both on their own and with mainstreamed classmates manifested a significantly higher level of control orientation than their hearing-impaired counterparts.
- (2) While in most instances, hearing Ss displayed significantly more favourable scores on the independent variables, it was noted that hearing-impaired Ss in Special Schools scored markedly higher than both groups of hearing Ss on the Parental Child Rearing Practices variable, which runs counter to current belief that parents of

hearing-impaired Ss are perceived to be over protective and controlling.

- (3) Hearing-impaired Ss mainstreamed emerged significantly more affected by their disabilities than their hearing-impaired counterparts on their own.
- (4) A wider range of significant intercorrelations was manifested among the variables for both groups of hearing Ss than for the hearing-impaired. However, it was only for hearing Ss on their own that significant relations emerged between independent variables (ParChRePrac and ExpSuc/Fail) and LOC.
- (5) One case of significance occurred in terms of sex differences. For group 4, hearing-impaired females in Special Schools emerged significantly higher than the males.

The findings of the study endorse the widely acclaimed belief in the self-fulfilling prophecy, in that significant others are seen to be important to the fostering and development of the individual. A number of educational implications were suggested from the outcomes, these pertaining to the importance of a close link between home and school, and to the relative value of mainstreaming of the hearing-impaired with hearing students. A number of recommendations were advanced for improving the quality of the home/school relationship, taking into account how this is likely to impact on both hearing and hearing-impaired students. In particular, it was recommended that those closely associated with the development of education in Jamaica need to project a more acceptable image of hearing-impairment by seeking to place deaf students in learning situations more conducive to their requirements, and at the same time, raising the educational standard of the Special Schools.