

ABSTRACT

Education and Self-Concept of Hearing-Impaired Children
in Trinidad and Tobago.

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The purpose of this study was to investigate the extent to which the self-concept of hearing-impaired children, age 6 - 19 years, is related to the education made available to them. The independent variables which comprised 'education' in this study were: Variables of the formal education setting, students' demographic variables, variables directly related to students' hearing impairment, and home variables. Self-concept was viewed as a multifaceted variable. A self-report scale, the Self-Concept Scale for the Hearing-Impaired (SSHI), (Oblowitz, 1988), was used to measure students' self-concept. Ten research questions focussed the investigation. A combination of cross-sectional and longitudinal designs which employed both quantitative and qualitative methodologies characterized the study. The cross-sectional sample comprised 222 hearing-impaired and 279 normally hearing students who attended 19 special and mainstream educational settings. Data on school health, and parent attitudes were obtained from 209 teachers and 70 parents of the hearing-impaired students in the sample. For the purpose of the longitudinal

aspect of the study, 120 hearing-impaired students completed the SSHI. Random and purposeful sampling were used to select the various samples of participants. Three issues emerged from the analysis of the data. These were; hearing-impaired students' communication mode and quality, the education of teachers of hearing-impaired students, and parent education about hearing impairment. Implications of the findings for the education and self-concept of hearing-impaired children in Trinidad and Tobago were posited. Recommendations for further research were made.

Keywords: Self-Concept, Hearing-Impaired, Education.