

Abstract

This study was to investigate the self-esteem and interpersonal relationship among hearing-impaired students who are studying at different educational settings in Macau. And, to probe into the hearing-impaired students' background (through the classification of their gender, hearing loss, modes of communication, and having/no having another hearing-impaired member in their family etc) in order to seek out the difference and the influence on their self-esteem and interpersonal relationship.

There are 28 hearing-impaired students included in this study: 11 students who are studying at ordinary school and 17 students who are studying at special school.

In this study, the researcher used the revised The Five Scale Test of Self-esteem for Children developed by Pope & McHale (1988) to measuring the self-esteem of the hearing-impaired students. And the researcher also developed "The Scale Test of Relationship with peers" and "The Scale Test of Relationship with teachers" to measuring the interpersonal relationship of the hearing-impaired students.

The results of this study are as follow:

1. There are practical significant difference existed on the self-esteem, and also on the relationship with peers and the relationship with the teachers, among the hearing-impaired students who are studying at different educational settings. The hearing-impaired students who are

studying at ordinary school are better than who are studying at special school.

2. According to their background information, a) gender: there were no practical significant difference on the self-esteem, and also on the relationship with peers and the relationships with teachers; b) degrees of hearing loss: the hearing-impaired students with moderate to severe hearing losses are better on the self-esteem, the hearing-impaired students with profound hearing losses are better on the relationship with peers, and the hearing-impaired students with moderate to severe hearing losses and profound hearing losses are better on the relationship with teachers; c) different modes of communication: there are no practical significant difference existed on the self-esteem, but has practical significant difference on the relationship with peers and the relationship with the teachers, the hearing-impaired students in oral approach are better than who are uses of sign language; d) whether having another hearing-impaired member in their family: no practical significant difference existed on the self-esteem, and also on the relationship with peers and the relationship with the teachers.

3. The self-esteem has practical significant relation to relationship with teachers, and to relationship with peers. The relationship with teachers also has practical significant relation to relationship with peers.