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Difference between the students with visual and auditory impairment in self-handicapping

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Self-handicapping represents a strategy whereby individuals actively arrange the causes of their behavior to preserve self-esteem within socially evaluative situations. Self-handicapping has two forms of behavioral self-handicapping and claim self-handicapping. Behavioral self-handicapping consists of performing or not performing a task in order to make excuses and to claim self-handicaps, a verbal effort to convince the others about the reasons behind the failure so, that the individual is not being questioned or blamed. In the present study, self-handicapping among students with visual and auditory impairment is compared. In this causal-comparative study, 46 blind students and 38 deaf students were selected through multi-cluster sampling. They were required to answer Jones and Rodvelt self-handicapping Questionnaire. The multi-variable variance analysis MANOVA had done about data. Research results demonstrate that the blinds and the deaf don not differ in adopting claimed self-handicapping mechanism. Comparing the blind students, the deaf students showed a greater use of behavioral self-handicapping mechanism and general self-handicapping, however. Regarding the results of this study (i.e. difference between the deaf and the blinds in adopting self-handicapping mechanism), contributes to instructional and rehabilitating programs in the two groups.

Biography

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