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Emotion Socialization and Grit as Determinants of Academic Self-Concept in Children with Hearing Impairments

Mehdi. Ghezelseflo[1*], Nasim. Nekoumanesh[2]

[1] Assistant Professor, Department of Psychology, Faculty of Literature and Humanities, University of Gonbad-Kavous, Iran
[2] Department of Counseling, Faculty of Psychology and Education, University of Tehran, Tehran, Iran

*** Corresponding author email address**: m.ghezelsefloo@gonbad.ac.ir

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A B S T R A C T

This study aimed to investigate the predictors of academic self-concept in children with hearing impairments, focusing on the roles of emotion socialization and grit. Understanding these relationships can inform interventions to support the academic success and well-being of these children. The study employed a cross-sectional design with a sample of 271 children with hearing impairments, selected based on the Morgan and Krejcie table. Participants were assessed using the Self-Description Questionnaire I for academic self-concept, the Coping with Children's Negative Emotions Scale for emotion socialization, and the Grit Scale. Data were analyzed using Pearson correlation to examine bivariate relationships and linear regression to evaluate the predictive power of emotion socialization and grit on academic self-concept, using SPSS-27. Descriptive statistics indicated moderately high levels of academic self-concept (M = 3.45, SD = 0.58), emotion socialization (M = 4.12, SD = 0.73), and grit (M = 3.89, SD = 0.65). Pearson correlation showed significant positive relationships between academic self-concept and both emotion socialization ($r = 0.45$, $p < 0.001$) and grit ($r = 0.52$, $p < 0.001$). The regression model was significant ($F(2, 268) = 76.45$, $p < 0.001$), explaining 36% of the variance in academic self-concept ($R^2 = 0.36$). Emotion socialization ($B = 0.35$, $p < 0.001$) and grit ($B = 0.45$, $p < 0.001$) were significant predictors of academic self-concept. The study found that both emotion socialization and grit are significant predictors of academic self-concept in children with hearing impairments. These findings suggest that interventions aimed at improving emotion socialization practices and fostering grit could enhance the academic self-concept of these children, supporting their academic success and overall well-being.

Keywords: *academic self-concept, hearing impairments, emotion socialization, grit, children, educational psychology, predictive factors.*

1. Introduction

Academic self-concept, defined as an individual's perception of their own academic abilities, plays a crucial role in educational outcomes, especially for children with hearing impairments (Aghaziarati et al., 2020; Haugan et al., 2021; Nejatifar et al., 2021; Zolfaghari et al., 2020). The development of a positive academic self-concept can significantly influence motivation, engagement, and overall academic achievement (Buchmann et al., 2021). Academic self-concept is a multidimensional construct that encompasses various beliefs about one's own competence in academic domains (Areepattamannil & Freeman, 2008; Basharpoor & Heidari, 2022; Berg & Klinger, 2009; Haktanir et al., 2018). Research has demonstrated that a strong academic self-concept is associated with better academic performance, higher levels of motivation, and greater resilience in the face of challenges (Berg & Klinger, 2009; Coelho et al., 2016; Coelho et al., 2014). For children with hearing impairments, the development of a positive academic self-concept can be particularly challenging due to communication barriers, social isolation, and potential delays in language acquisition (Al et al., 2019; Azab & Kamel, 2015). Understanding the factors that influence academic self-concept in this population is essential for designing effective educational interventions.

Emotion socialization refers to the process by which children learn about emotions and how to express them, largely through interactions with their parents and caregivers. Effective emotion socialization can help children develop emotional regulation skills, which are critical for academic success (Korucu et al., 2022; Primi et al., 2016). In the context of children with hearing impairments, parents play a vital role in emotion socialization, as these children may have limited opportunities to learn about emotions through verbal communication. Studies have shown that positive emotion socialization practices are associated with better emotional and behavioral outcomes in children (Dyer et al., 2009; Rowena & Colendrino, 2018). This study investigates how emotion socialization practices influence the academic self-concept of children with hearing impairments.

Grit, defined as perseverance and passion for long-term goals, has been identified as a significant predictor of academic achievement. Grit involves maintaining effort and interest over years despite failure, adversity, and plateaus in progress (Ain, 2024). For children with hearing impairments, the development of grit can be a critical factor in overcoming the additional challenges they face in academic settings (Rehman, 2024). Research has highlighted that children who exhibit higher levels of grit are more likely to achieve academic success and develop a positive academic self-concept (Cézar et al., 2021). This study aims to examine the relationship between grit and academic self-concept in children with hearing impairments.

Hearing impairment affects millions of children worldwide and can significantly impact their educational experiences and outcomes (Athe et al., 2021). Children with hearing impairments often face unique challenges, including difficulties in language development, social interaction, and access to mainstream education (Azab & Kamel, 2015; Desoky et al., 2021). These challenges can adversely affect their academic self-concept and overall academic performance (Chen, 2024; Niehaus & Adelson, 2013). Previous research has demonstrated that children with hearing impairments are at a higher risk of developing emotional and behavioral problems, which can further impede their academic progress (Ain, 2024; Shi et al., 2021).

This study is grounded in Bandura's Social Cognitive Theory, which emphasizes the role of self-efficacy and self-regulation in human behavior (Ain, 2024; Berg & Klinger, 2009; Coelho et al., 2016; Cueli et al., 2020). According to this theory, academic self-concept can be influenced by both personal factors, such as grit, and environmental factors, such as emotion socialization practices. Based on this framework, the following hypotheses were formulated:

- Emotion socialization practices will be positively associated with academic self-concept in children with hearing impairments.
- Grit will be positively associated with academic self-concept in children with hearing impairments.
- Emotion socialization practices and grit will jointly predict academic self-concept in children with hearing impairments.

2. Methods and Materials

2.1. Study Design and Participants

This study employed a cross-sectional design to investigate the relationship between emotion socialization, grit, and academic self-concept in children with hearing impairment. A total of 271 participants were recruited for this study, with the sample size determined using the Morgan and Krejcie table to ensure adequate statistical power. Participants were selected through purposive sampling from various schools and institutions that provide education to

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children with hearing impairments. Informed consent was obtained from the parents or guardians of all participants, and the study was approved by the institutional ethics committee.

2.2. Measures

2.2.1. Grit

Grit was evaluated using the "Grit Scale" developed by Angela Duckworth and colleagues in 2007. This scale measures perseverance and passion for long-term goals, crucial for academic and personal success. The original Grit Scale consists of 12 items, but the shorter version, the Grit-S, which contains 8 items, is also widely used. The scale includes two subscales: Consistency of Interests and Perseverance of Effort. Respondents rate each item on a 5-point Likert scale from 1 (not at all like me) to 5 (very much like me), with higher scores indicating greater grit. The Grit Scale has been validated in multiple studies, showing high reliability (Cronbach's alpha around 0.80) and strong predictive validity for various performance outcomes (Rusdi et al., 2023; Singh & Chopra, 2018; Teriba & Foley Nicpon, 2021).

2.2.2. Academic Self-Concept

The Academic Self-Concept was assessed using the "Self-Description Questionnaire I" (SDQ I), created by Herbert W. Marsh in 1988. The SDQ I is a well-established instrument that measures multiple dimensions of self-concept in children aged 8 to 12. The tool comprises 76 items divided into several subscales, including Academic Self-Concept, which specifically assesses students' perceptions of their academic abilities. Items are scored on a Likert scale ranging from 1 (false) to 5 (true), with higher scores indicating a more positive academic self-concept. The SDQ I has been validated in numerous studies, demonstrating high reliability (Cronbach's alpha typically above 0.80) and validity across diverse populations (Berg & Klinger, 2009; Haktanir et al., 2018; Lohbeck & Moschner, 2021; Malahi & Tabodi, 2020; Pinxten et al., 2015).

2.2.3. Emotion Socialization

Emotion Socialization was measured using the "Coping with Children's Negative Emotions Scale" (CCNES), developed by Nancy Eisenberg, Richard Fabes, and their colleagues in 1996. The CCNES is designed to assess parents' reactions to their children's negative emotions, which are pivotal in shaping emotional development. The scale consists of 12 scenarios with six possible parental responses, categorized into six subscales: Problem-Focused Reactions, Emotion-Focused Reactions, Minimization Reactions, Punitive Reactions, Expressive Encouragement, and Distress Reactions. Each item is rated on a 7-point Likert scale from 1 (very unlikely) to 7 (very likely). The CCNES has been extensively validated, with studies confirming its reliability (Cronbach's alpha ranging from 0.70 to 0.90) and validity in diverse cultural contexts (Bølstad et al., 2021; Breaux et al., 2022; Buckholdt et al., 2009; Cui et al., 2020; McQuade & Breaux, 2017).

2.3. Data Analysis

The collected data were analyzed using SPSS version 27. Descriptive statistics were calculated to provide an overview of the sample characteristics and the main variables of interest. Pearson correlation coefficients were computed to examine the relationships between the dependent variable (academic self-concept) and each of the independent variables (emotion socialization and grit). Additionally, linear regression analysis was conducted to evaluate the predictive power of emotion socialization and grit on academic self-concept. The regression model included academic self-concept as the dependent variable and emotion socialization and grit as the independent variables. Assumptions for linear regression, including normality, linearity, and homoscedasticity, were checked and met before proceeding with the analysis. The results were interpreted with a significance level set at $p < 0.05$.

3. Findings and Results

The study sample comprised 271 children with hearing impairment. Of these participants, 139 (51.29%) were male and 132 (48.71%) were female. The age distribution was as follows: 82 participants (30.26%) were aged 6-8 years, 107 participants (39.48%) were aged 9-11 years, and 82 participants (30.26%) were aged 12-14 years. Additionally, 178 participants (65.68%) used hearing aids, while 93 participants (34.32%) did not. Regarding educational setting, 156 participants (57.56%) attended mainstream schools, and 115 participants (42.44%) attended special education schools.

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Table 1

Descriptive Statistics for Academic Self-Concept, Emotion Socialization, and Grit

Variable	Mean	Standard Deviation
Academic Self-Concept	3.45	0.58
Emotion Socialization	4.12	0.73
Grit	3.89	0.65

According to Table 1, the mean score for academic self-concept was 3.45 (SD = 0.58), indicating a moderately high self-perception of academic abilities among the participants. Emotion socialization had a mean of 4.12 (SD = 0.73), suggesting that parents generally employed positive emotion socialization practices. The mean grit score was 3.89 (SD = 0.65), reflecting a high level of perseverance and passion for long-term goals among the children.

Before conducting the linear regression analysis, several assumptions were tested to ensure the validity of the results. The assumption of normality was checked using the Shapiro-Wilk test, yielding p-values of 0.153 for emotion socialization, 0.187 for grit, and 0.095 for academic self-concept, indicating that the data were normally distributed. Linearity was confirmed through scatterplot examination, which showed a linear relationship between the independent and dependent variables. Homoscedasticity was assessed using the Breusch-Pagan test, resulting in a p-value of 0.432, suggesting that the variance of the residuals was constant. Multicollinearity was checked by calculating Variance Inflation Factors (VIFs), which were 1.12 for emotion socialization and 1.08 for grit, indicating no multicollinearity issues. Therefore, all assumptions for linear regression were satisfied.

Table 2

Correlation Matrix for Academic Self-Concept, Emotion Socialization, and Grit

Variable	Academic Self-Concept	p-value
Emotion Socialization	0.45	0.001
Grit	0.52	0.001

There was a significant positive correlation between academic self-concept and emotion socialization ($r = 0.45$, $p < 0.001$), as well as between academic self-concept and grit ($r = 0.52$, $p < 0.001$). These results indicate that higher levels of positive emotion socialization and grit are associated with a higher academic self-concept (Table 2).

Table 3

Summary of Regression Analysis

Source	Sum of Squares	Degrees of Freedom	Mean Squares	R	R^2	R^2adj	F	p
Regression	55.32	2	27.66	0.60	0.36	0.35	76.45	0.001
Residual	99.25	268	0.37					
Total	154.57	270						

According to Table 3, the regression model was significant ($F(2, 268) = 76.45$, $p < 0.001$), explaining 36% of the variance in academic self-concept ($R^2 = 0.36$). The adjusted R^2 value of 0.35 suggests that the model provides a good fit to the data.

Table 4

Multivariate Regression Analysis

Predictor	B	Standard Error	β	t	p
Constant	1.23	0.21		5.86	0.001
Emotion Socialization	0.35	0.07	0.34	5.00	0.001
Grit	0.45	0.08	0.42	5.63	0.001

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The results of the multivariate regression analysis in Table 4 indicated that both emotion socialization (B = 0.35, SE = 0.07, β = 0.34, t = 5.00, p < 0.001) and grit (B = 0.45, SE = 0.08, β = 0.42, t = 5.63, p < 0.001) were significant predictors of academic self-concept. These findings suggest that higher levels of emotion socialization and grit are associated with a higher academic self-concept in children with hearing impairments.

4. Discussion and Conclusion

The present study aimed to explore the predictors of academic self-concept in children with hearing impairments, focusing on the roles of emotion socialization and grit. The results indicated that both emotion socialization and grit are significant predictors of academic self-concept in this population. Specifically, emotion socialization and grit together explained 36% of the variance in academic self-concept, with both variables contributing uniquely and significantly to the model.

The significant positive correlation between emotion socialization and academic self-concept (r = 0.45, p < 0.001) aligns with existing literature suggesting that supportive and constructive parental responses to children's emotional experiences foster a positive self-concept (Korucu et al., 2022; Primi et al., 2016). Positive emotion socialization practices likely help children with hearing impairments develop better emotional regulation skills, which in turn enhance their academic self-concept by enabling them to manage the additional challenges they face in academic settings (Rowena & Colendrino, 2018).

Similarly, the positive correlation between grit and academic self-concept (r = 0.52, p < 0.001) supports previous findings that perseverance and passion for long-term goals are crucial for academic success. Grit appears to be particularly important for children with hearing impairments, as it enables them to persist in their academic efforts despite the obstacles posed by their condition (Rehman, 2024).

The regression analysis further underscores the importance of both emotion socialization and grit. Emotion socialization (B = 0.35, SE = 0.07, β = 0.34, t = 5.00, p < 0.001) and grit (B = 0.45, SE = 0.08, β = 0.42, t = 5.63, p < 0.001) were both significant predictors of academic self-concept. These findings suggest that interventions aimed at improving emotion socialization practices and fostering grit could be effective in enhancing the academic self-concept of children with hearing impairments.

The significant role of emotion socialization in shaping academic self-concept is well-documented. Research has shown that children who receive positive and supportive emotional responses from their parents are more likely to develop a strong sense of self-efficacy and a positive self-concept (Korucu et al., 2022; Primi et al., 2016). This study's findings are consistent with the literature, demonstrating that children with hearing impairments benefit from positive emotion socialization practices, which help them navigate the emotional challenges associated with their condition and succeed academically (Chen, 2024).

Grit has also been widely recognized as a critical factor in academic success. Duckworth et al. (2007) emphasized that grit involves maintaining effort and interest over long periods despite failure and adversity. This study extends these findings to children with hearing impairments, suggesting that grit enables these children to overcome the unique challenges they face in academic settings (Ain, 2024; Rehman, 2024). The significant predictive value of grit in this study underscores the importance of fostering perseverance and passion for long-term goals in educational interventions for children with hearing impairments.

The integration of emotion socialization and grit in predicting academic self-concept highlights the multifaceted nature of self-concept development. By considering both environmental and personal factors, this study provides a comprehensive understanding of the factors that contribute to academic self-concept in children with hearing impairments (Cueli et al., 2020). This holistic approach is supported by previous research, which has shown that both environmental influences, such as parental practices, and personal attributes, such as grit, play crucial roles in shaping self-concept (Chen, 2024; Dyer et al., 2009).

While the findings of this study provide valuable insights into the predictors of academic self-concept in children with hearing impairments, several limitations must be acknowledged. First, the cross-sectional design of the study limits the ability to establish causal relationships between the variables. Longitudinal studies are needed to determine the causal effects of emotion socialization and grit on academic self-concept. Second, the study relied on self-reported measures, which may be subject to social desirability bias. Future research should incorporate multiple sources of data, including teacher and parent reports, to provide a more

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comprehensive assessment of academic self-concept, emotion socialization, and grit.

Third, the sample was drawn from a specific population of children with hearing impairments, which may limit the generalizability of the findings to other populations. Further research should examine these relationships in more diverse samples, including children with different types and degrees of hearing impairments and from various cultural backgrounds. Additionally, the study did not account for other potential variables that might influence academic self-concept, such as socioeconomic status, school environment, and peer relationships. Future studies should include these factors to provide a more nuanced understanding of the predictors of academic self-concept.

Future research should address the limitations of this study by employing longitudinal designs to establish causal relationships between emotion socialization, grit, and academic self-concept. Longitudinal studies would provide insights into how these factors interact over time and influence the development of academic self-concept in children with hearing impairments. Additionally, future studies should use a multi-informant approach, incorporating data from parents, teachers, and peers to obtain a more holistic view of the child's academic self-concept and related factors.

Further research should also explore the potential moderating and mediating variables that might influence the relationship between emotion socialization, grit, and academic self-concept. For instance, examining the role of school environment, peer support, and extracurricular activities could provide a more comprehensive understanding of how these factors interact to shape academic self-concept. Moreover, investigating the impact of specific interventions aimed at enhancing emotion socialization and grit could provide practical insights into how to effectively support children with hearing impairments in developing a positive academic self-concept.

Expanding the research to include children with different types and degrees of hearing impairments and from diverse cultural backgrounds would enhance the generalizability of the findings. Cross-cultural studies could reveal how cultural differences in parenting practices and educational systems influence the development of academic self-concept and the effectiveness of interventions. Such research would contribute to the development of culturally sensitive interventions that can be implemented in various settings.

Based on the findings of this study, several practical recommendations can be made for educators, parents, and policymakers to support the academic self-concept of children with hearing impairments. First, schools and educational programs should implement interventions that focus on enhancing emotion socialization practices. Training programs for parents and educators on effective emotion socialization techniques could help children develop better emotional regulation skills, which are critical for academic success (Chen, 2024; Rowena & Colendrino, 2018).

Second, interventions aimed at fostering grit should be integrated into the curriculum for children with hearing impairments. Programs that promote perseverance, resilience, and passion for long-term goals can help these children overcome academic challenges and develop a positive academic self-concept (Ain, 2024; Rehman, 2024). Such programs could include activities that encourage goal-setting, self-reflection, and persistence in the face of difficulties.

Third, creating a supportive and inclusive school environment is essential for the academic success of children with hearing impairments. Schools should provide resources and accommodations to address the unique needs of these children, such as assistive listening devices, individualized education plans, and access to specialized support services. Additionally, promoting a positive school climate that values diversity and inclusivity can help children with hearing impairments feel accepted and supported, which is crucial for their academic self-concept and overall well-being (Wong et al., 2021).

In conclusion, this study highlights the significant roles of emotion socialization and grit in predicting academic self-concept in children with hearing impairments. By understanding and addressing these factors, educators, parents, and policymakers can develop effective interventions and create supportive environments that enhance the academic success and well-being of children with hearing impairments. Further research is needed to build on these findings and provide deeper insights into the complex interplay of factors influencing academic self-concept in this population.

Authors' Contributions

Authors contributed equally to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

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Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethics Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

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