

# *CHAPTER V*

# *DISCUSSION*

## **LIST OF ABBREVIATIONS**

**HI:** HEARING IMPAIREMENT

**HIS:** HEARING IMPAIRED STUDENTS

**NHS:** NORMAL HEARING STUDENTS

**HIC:** HEARING IMPAIRED CHILDREN

**NHC:** NORMAL HEARING CHILDREN

**HIP:** HEARING IMPAIRED PEOPLE

**AA:** ACADEMIC ACHIEVEMENTS

**PE:** PROFESSIONAL EXPECTATIONS

**DD:** DEGREE OF DISABILITY

**CODE:** HEARING IMPAIRED STUDENTS AND NORMAL HEARING STUDENTS

**SES:** SOCIO ECONOMIC STATUS

**F:** F RATIO

**df:** DEGREE OF FREEDOM

## SECTION I

Section-I will study the level of adjustment in HIS of Gujarat and would compare the same with the level of adjustment among NHS. It was an attempt to see whether there is any significant difference in the degree of adjustment among HIS and NHS in different areas of adjustment including home, health, social, emotional and school adjustment. Hence all the major areas of adjustment were covered and analyzed.

An attempt was also made to see whether independent variables like gender, socio-economic status, family type and degree of disability and their interaction with each other make any significant difference in the degree of adjustment among HIS and NHS.

Therefore a number of hypotheses were framed which were analyzed in section I of chapter IV and the discussion is as follow:

- HYPOTHESIS 1: There will be significant difference in the degree of Home adjustment among HIS and NHS.

Table no. 4.2 reveals that 'f' value of Home adjustment is highly significant indicating that there is a significant difference in the degree of home adjustment among HIS and NS and from table no. 4.1 we can see that mean score of HIS is more than mean score of

NHS reflecting more home adjustment problems in HIS. Hence the hypothesis is **accepted**.

It is usually seen that the detection of the handicap arouses a feeling of grief in the family. Parents want to have a normal child; however, sometimes it does not happen and thus the parents may develop a feeling of rejection towards the child. In many instances rejection may be in form of over-protectiveness and over-possessiveness. In addition, some conflicts are also likely to arise between meeting the needs of the hearing impaired child on the one hand, and those of the other members of the family, on the other hand.

Many a time's all children are not treated equally alike in the home. This makes the hearing impaired child more sensitive to discrimination. It is desirable, therefore, that parents ensure that all the children in the home are treated alike in all the respects, including reward and punishment.

Similar fact came into light while interview with HIS and with their parents and teachers. As shown in table no. 4.80 that 40% of HIS prefer spending their spare time watching TV in comparison to only 18 % who like to communicate with their parents during the spare time at home. The reason behind this could be pattern of communication at home. Another table reveals that 59 % of HIS found their communication at home to be just

satisfactory whereas only 36 % found it to be good and only 5% found it to be very good. In case of NHS, 88% found it to be good and 12 % reported it to be very good.

In interview with parents of HIS, most of them reported that sometimes their inability to understand what their HI child wants to convey widens their gap of interaction. They found this gap more among their HIC and their visiting uncle's, aunties, cousins, etc.

It was also reported by parents that HI children do not develop the same relationship like any other hearing siblings. They usually do not share personal talks with each other neither do they prefer any similar hobby or activity.

- HYPOTHESIS 2: There will be significant difference in the degree of Health adjustment among HIS and NS.

Table no. 4.2 reveals that  $f'$  value of Health adjustment is highly significant indicating that there is a significant difference in the degree of health adjustment among HIS and NS and from the table no. 4.1 we can see that mean score of HIS is more than mean score of NHS reflecting more health adjustment problems in HIS. Hence the hypothesis is **accepted**.

Most professionals and parents reported that hearing impaired children mostly complaint of headaches, ear discharge and ear infection, feeling of dizziness and fatigue.

ENT specialists and audiologists reported that when a hearing impaired child wears a hearing aid; expect catching the sound he wants to hear, others sounds from the environment are also heard quite loud. These loud sound vibrations are quite irritating and create headaches for hearing-impaired child unless they are habituated or hearing aids are of very good quality. In case of good hearing aids, volume of sound reaching ear can be controlled as per the requirement.

Besides this, according to ENT specialists, ear discharge and ear infection are the major health problems in HI children, which leads to other health problems as well.

- HYPOTHESIS 3: There will be significant difference in the degree of social adjustment among HIS and NHS.

Table no. 4.2 reveals that 'f' value of Social adjustment is highly significant indicating that there is a significant difference in the degree of social adjustment among HIS and NHS and from the table no. 4.1 we can see that mean score of HIS is more than mean score of NHS reflecting more social adjustment problems in HIS. Hence the hypothesis is **accepted**.

A lot of these problems were quite evident in interview with HIS, parents and teachers. It was seen that 64 % of HIS sometimes go for social visits and only 36% always make social visits. On being asked whether they hesitate to make social visits,

64% of HIS reported that they sometimes hesitate while 36 % always hesitates to make social visits. In case of NHS, 96 % said that they never had any hesitation in making social visits.

Further they added that they avoid social gatherings because people stare at them in public places, which makes them conscious and irritated. Besides this, 60 % of HIS reported that parents sometimes hesitate to take them at social gatherings.

A lot number of HIS especially girls said that parents tell them to take out their hearing aid while making social visits. Hence for a hearing impaired child the gathering is silent with no possibility of interaction with people around him. Even if they are wearing hearing aids, they avoid interaction with people because they feel that people are unable to understand their interaction, which is usually in form of some sign language with unclear speech.

Parents also reported that HI children are quite conscious and suspicious while going out for a visit and generally avoid interaction with people. Besides this they are always occupied with the thought that people are staring them and are taking about their hearing impairment. Thus all this makes social adjustment of HIS in his own society quite difficult.

- HYPOTHESIS 4: There will be significant difference in the degree of emotional adjustment among HIS and NHS.

Table no. 4.2 reveals that 'F' value of emotional adjustment is highly significant indicating that there is a significant difference in the degree of emotional adjustment among HIS and NHS and from the table no. 4.1 we can see that mean score of HIS is more than mean score of NHS reflecting more emotional adjustment problems in HIS. Hence the hypothesis is **accepted**.

A lot of this fact came into picture when 33 % of HIS reported that they lack love and affection at home as compared to their hearing brother and sister. Whereas 58 % felt it sometimes. Only 9 % of HIS never felt any lack of love and affection at home. They also added that most of the times parents underestimate their capabilities as compared to their normal hearing brother and sister as shown in table no. 4.86.

Teachers also reported that parents complain more about behavioral problems in their HI child in comparison to their normal hearing child. On this a lot of specialist from this field added that usually HI children are slightly more hyperactive, aggressive, suspicious and stubborn in comparison to normal children of their age. Hence they show more behavioral problems, which are being highlighted by parents instead of being tackled. They said that it is the Childs' inability to hear and speak, which makes him feel different from other children and hence such minor

problems are expected from him. Thus some parents do care about their hearing impaired child keeping in mind these limitations but some contribute to its exaggeration.

Thus the attitude of the family members or his society towards the child is a very important consideration. Acceptance of the hearing impaired child goes a long way towards his healthy adjustment. A hearing impaired child may easily judge the emotions of his parents. If the parents consider his disability a misfortune, which has made his life good for nothing, the child would also think similarly. However, if they accept his confines in an objective manner, he is likely to think and act in the same manner.

- HYPOTHESIS 5: There will be significant difference in the degree of overall adjustment among HIS and NHS.

Table no.4.2 reveals that F value of overall adjustment is highly significant indicating that there is a significant difference in the degree of overall adjustment among HIS and NHS and from the table no. 4.1 we can see that mean score of HIS is more than mean score of NHS reflecting more overall adjustment problems in HIS.

Hence the hypothesis is **accepted**.

- HYPOTHESIS 6: There will be significant difference in the degree of school adjustment among HIS and NHS.

Table no. 4.4 reveals that 'f' value of school adjustment is highly significant indicating that there is a significant difference in the degree of school adjustment among HIS and NHS and from the table no. 4.3 we can see that mean score of HIS is more than mean score of NHS reflecting better school adjustment among HIS in comparison to NHS. Hence the hypothesis is **accepted**.

- HYPOTHESIS 7: There will be significant difference in the degree of Home adjustment among male students and female students.

Table no. 4.6 reveals that 'f' value of Home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among male students and female students. Hence the hypothesis is **rejected**.

- HYPOTHESIS 8: There will be significant difference in the degree of Health adjustment among male students and female students.

Table no. 4.6 reveals that 'f' value of health adjustment is significant at .05 level indicating that there is a significant difference in the degree of health adjustment among male students and female students. As shown in mean table no 4.5. Mean score of male students is less than mean score of female students on the

health adjustment dimension reflecting more health problems in female students. Hence the hypothesis is **accepted**.

- HYPOTHESIS 9: There will be significant difference in the degree of social adjustment among male students and female students.

Table no. 4.6 reveals that 'f' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among male students and female students. Hence the hypothesis is **rejected**.

- HYPOTHESIS 10: There will be significant difference in the degree of emotional adjustment among male students and female students.

Table no. 4.6 reveals that 'f' value of emotional adjustment is significant at .05 levels indicating that there is a significant difference in the degree of emotional adjustment among male students and female students. As shown in mean table no. 4.5 Mean score of male students is less than mean score of female students on the emotional adjustment dimension reflecting more emotional problems in female students. Hence the hypothesis is **accepted**.

- HYPOTHESIS 11: There will be significant difference in the degree of overall adjustment among male students and female students.

Table no. 4.6 reveals that 'f' value of overall adjustment is significant at .001 level indicating that there is a significant

difference in the degree of overall adjustment among male students and female students. As shown in mean table no. 4.5 mean score of male students is less than mean score of female students reflecting more overall adjustment problems in female students.

Hence the hypothesis is **accepted**.

- HYPOTHESIS 12: There will be significant difference in the degree of school adjustment among male students and female students.

Table no. 4.10 reveals that  $F$  value of school adjustment is not significant indicating that there is no significant difference in the degree of school adjustment among male students and female students. Hence the hypothesis is **rejected**.

- HYPOTHESIS 13: There will be significant difference in the degree of Home adjustment among students with respect to their family type.

Table no. 4.10 reveals that  $F$  value of Home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students with respect to their family type. Hence the hypothesis is **rejected**.

- HYPOTHESIS 14: There will be significant difference in the degree of Health adjustment among students with respect to their family type.

Table no. 4.10 reveals that  $F$  value of health adjustment is not significant indicating that there is no significant difference in the

degree of health adjustment among students with respect to their family type. Hence the hypothesis is **rejected**.

- HYPOTHESIS 15: There will be significant difference in the degree of Social adjustment among students with respect to their family type.

Table no. 4.10 reveals that 'f' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among students with respect to their family type. Hence the hypothesis is **rejected**.

- HYPOTHESIS 16: There will be significant difference in the degree of Emotional adjustment among students with respect to their family type.

Table no. 4.10 reveals that 'f' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students with respect to their family type. Hence the hypothesis is **rejected**.

- HYPOTHESIS 17: There will be significant difference in the degree of Overall adjustment among students with respect to their family type.

Table no. 4.10 reveals that 'f' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students with respect to their family type. Hence the hypothesis is **rejected**.

- HYPOTHESIS 18: There will be significant difference in the degree of school adjustment among students with respect to their family type.

Table no. 4.12 reveals that 'f' value of overall school adjustment is not significant indicating that there is no significant difference in the degree of school adjustment among students with respect to their family type. Hence the hypothesis is **rejected**.

- HYPOTHESIS 19: There will be significant difference in the degree of Home adjustment among students with respect to their socio economic status (SES).

Table no. 4.14 reveals that 'f' value of Home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students whether they are from low SES, medium SES or from high SES. Hence the hypothesis is **rejected**.

- HYPOTHESIS 20: There will be significant difference in the degree of Health adjustment among students with respect to their socio economic status (SES).

Table no. 4.14 reveals that 'f' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students with respect to their socio economic status. Hence the hypothesis is **rejected**.

- HYPOTHESIS 21: There will be significant difference in the degree of Social adjustment among students with respect to their socio economic status (SES).

Table no. 4.14 reveals that 'f' value of social adjustment is highly significant at .001 level indicating that there is a significant difference in the degree of social adjustment among students with respect to their socio economic status.

Mean table no.4.13 reflects that mean score of social adjustment of students with medium SES is the highest followed by students with high SES and low SES. It indicates that students with low SES show the best social adjustment whereas students with medium SES show the poorest social adjustment. Hence hypothesis is accepted.

- HYPOTHESIS 22: There will be significant difference in the degree of Emotional adjustment among students with respect to their socio economic status (SES).

Table no. 4.14 reveals that 'f' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students whether they are from low SES, medium SES or from high SES. Hence the hypothesis is **rejected**.

- HYPOTHESIS 23: There will be significant difference in the degree of overall adjustment among students with respect to their socio economic status (SES).

Table no. 4.14 reveals that 'f' value of overall adjustment is significant at .05 level indicating that there is a significant

difference in the degree of overall adjustment among students with respect to their socio economic status.

Mean table no. 4.13 reflects that mean score of overall adjustment of students with medium SES is the highest followed by mean score of students with high SES and low SES. It indicates that students with low SES show the best overall adjustment whereas students with medium SES show the poorest overall adjustment. Hence hypothesis is **accepted**.

- HYPOTHESIS 24: There will be significant difference in the degree of school adjustment among students with respect to their socio economic status (SES).

Table no. 4.16 reveals that  $F$  value of school adjustment is highly significant indicating that there is a significant difference in the degree of school adjustment among students with respect to their socio economic status.

Mean table no. 4.15 reflects that mean score of school adjustment of students with low SES is the highest followed by students with medium SES and high SES. It indicates that students with low SES show the best overall school adjustment whereas students with high SES show the poorest overall school adjustment. Hence hypothesis is **rejected**.

- HYPOTHESIS 25: There will be significant difference in the degree of Home adjustment among HIS with respect to their degree of disability.

Table no. 4.18 reveals that 'f' value of Home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among hearing impaired students with respect to their degree of disability. Hence the hypothesis is **rejected.**

- HYPOTHESIS 26: There will be significant difference in the degree of Health adjustment among HIS with respect to their degree of disability.

Table no. 4.18 reveals that 'f' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among hearing impaired students with respect to their degree of disability. Hence the hypothesis is **rejected.**

- HYPOTHESIS 27: There will be significant difference in the degree of Social adjustment among HIS with respect to their degree of disability.

Table no. 4.18 reveals that 'f' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among hearing impaired students with respect to their degree of disability. Hence the hypothesis is **rejected.**

- HYPOTHESIS 28: There will be significant difference in the degree of Emotional adjustment among HIS with respect to their degree of disability.

Table no. 4.18 reveals that 'f' value of emotional adjustment is significant at .05 level indicating that there is a significant difference in the degree of emotional adjustment among hearing impaired students with respect to their degree of disability. Mean score in table no. 4.17 shows that HIS with severe impairment show the maximum degree of emotional adjustment problems whereas HIS with moderate impairment show the minimum degree of emotional adjustment problems. Hence the hypothesis is **accepted**.

- HYPOTHESIS 29: There will be significant difference in the degree of overall adjustment among HIS with respect to their degree of disability.

Table no. 4.20 reveals that 'f' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among hearing impaired students with respect to their degree of disability. Hence the hypothesis is **rejected**.

- HYPOTHESIS 30: There will be significant difference in the degree of school adjustment among HIS with respect to their degree of disability.

Table no. 4.20 reveals that 'f' value of school adjustment is not significant indicating that there is no significant difference in the

degree of school adjustment among hearing impaired students with respect to their degree of disability. Hence the hypothesis is **rejected**.

- HYPOTHESIS 31: There will be no significant difference in degree of Home adjustment among HIS and NHS because of interaction effect between code and gender.

Table no. 4.22 reveals that 'f' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among HIS and NHS because of interaction effect between code and gender. Hence the hypothesis is **accepted**.

- HYPOTHESIS 32: There will be no significant difference in degree of Health adjustment among HIS and NHS because of interaction effect between code and gender.

Table no. 4.22 reveals that 'f' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among HIS and NHS because of interaction effect between code and gender. Hence the hypothesis is **accepted**.

- HYPOTHESIS 33: There will be no significant difference in degree of Social adjustment among HIS and NHS because of interaction effect between code and gender.

Table no. 4.22 reveals that 'f' value of social adjustment is not significant indicating that there is no significant difference in the

degree of Social adjustment among HIS and NHS because of interaction effect between code and gender. Hence the hypothesis is accepted.

- HYPOTHESIS 34: There will be no significant difference in degree of Emotional adjustment among HIS and NHS because of interaction effect between code and gender.

Table no. 4.22 reveals that 'f' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among HIS and NHS because of interaction effect between code and gender. Hence the hypothesis is **accepted**.

- HYPOTHESIS 35: There will be no significant difference in degree of overall adjustment among HIS and NHS because of interaction effect between code and gender.

Table no. 4.22 reveals that 'f' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among HIS and NHS because of interaction effect between code and gender. Hence the hypothesis is **accepted**.

- HYPOTHESIS 36: There will be no significant difference in degree of school adjustment among HIS and NHS because of interaction effect between code and gender.

Table no. 4.24 reveals that 'f' value of overall school adjustment is not significant indicating that there is no significant difference in the degree of school adjustment among HIS and NHS because of

interaction effect between code and gender. Hence the hypothesis is **accepted**.

- HYPOTHESIS 37: There will be no significant difference in degree of Home adjustment among HIS and NHS because of interaction effect between code and family type.

Table no. 4.26 reveals that 'f' value of health adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among HIS and NHS because of interaction effect between code and family type. Hence the hypothesis is **accepted**.

- HYPOTHESIS 38: There will be no significant difference in degree of Health adjustment among HIS and NHS because of interaction effect between code and family type.

Table no. 4.26 reveals that 'f' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among HIS and NS because of interaction effect between code and family type. Hence the hypothesis is **accepted**.

- HYPOTHESIS 39: There will be no significant difference in degree of Social adjustment among HIS and NHS because of interaction effect between code and family type.

Table no. 4.26 reveals that 'f' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among HIS and NHS because of

interaction effect between code and family type. Hence the hypothesis is accepted.

- HYPOTHESIS 40: There will be significant difference in degree of Emotional adjustment among HIS and NHS because of interaction effect between code and family type.

Table no. 4.26 reveals that 'f' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among HIS and NHS because of interaction effect between code and family type. Hence the hypothesis is **accepted**.

- HYPOTHESIS 41: There will be significant difference in degree of Overall adjustment among HIS and NHS because of interaction effect between code and family type.

Table no. 4.26 reveals that 'f' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among HIS and NHS because of interaction effect between code and family type. Hence the hypothesis is **accepted**.

- HYPOTHESIS 42: There will be no significant difference in degree of school adjustment at school among HIS and NS because of interaction effect between code and family type.

Table no. 4.26 reveals that 'f' value of school adjustment is not significant indicating that there is no significant difference in the degree of school adjustment among HIS and NHS because of

interaction effect between code and family type. Hence the hypothesis is **accepted**.

- HYPOTHESIS 43: There will be no significant difference in degree of Home adjustment among students because of interaction effect between gender and family type.

Table no. 4.30 reveals that  $F$  value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 44: There will be no significant difference in degree of Health adjustment among students because of interaction effect between gender and family type.

Table no. 4.30 reveals that  $f'$  value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 45: There will be no significant difference in degree of social adjustment among students because of interaction effect between gender and family type.

Table no. 4.30 reveals that  $F$  value of social adjustment is not significant indicating that there is no significant difference in the

degree of social adjustment among students because of interaction effect between gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 46: There will be no significant difference in degree of Emotional adjustment among students because of interaction between gender and family type.

Table no. 4.30 reveals that 'f' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction between gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 47: There will be no significant difference in degree of overall adjustment among students because of interaction effect between gender and family type.

Table no. 4.30 reveals that 'f' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 48: There will be no significant difference in degree of school adjustment among students because of interaction effect between gender and family type.

Table no. 4.32 reveals that 'f' value of overall school adjustment is not significant indicating that there is no significant difference in

the degree of overall school adjustment among students because of interaction effect between gender and family type. Hence hypothesis is accepted.

- HYPOTHESIS 49: There will be no significant difference in degree of Home adjustment among students because of interaction effect between code, gender and family type.

Table no. 4.34 reveals that 'F' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between code, gender and family type. Hence hypothesis is accepted.

- HYPOTHESIS 50: There will be no significant difference in degree of health adjustment among students because of interaction effect between code, gender and family type.

Table no. 4.34 reveals that 'F' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between code, gender and family type. Hence hypothesis is accepted.

- HYPOTHESIS 51: There will be no significant difference in degree of Social adjustment among students because of interaction effect between code, gender and family type.

Table no. 4.34 reveals that 'F' value of social adjustment is not significant indicating that there is no significant difference in the

degree of social adjustment among students because of interaction effect between code, gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 52: There will be no significant difference in degree of Emotional adjustment among students because of interaction effect between code, gender and family type.

Table no. 4.34 reveals that 'F' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between code, gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 53: There will be no significant difference in degree of overall adjustment among students because of interaction effect between code, gender and family type.

Table no. 4.34 reveals that 'F' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between code, gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 54: There will be no significant difference in degree of school adjustment among students because of interaction effect between code, gender and family type.

Table no. 4.36 reveals that 'F' value of school adjustment is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between code, gender and family type. Hence hypothesis is **accepted**.

- HYPOTHESIS 55: There will be no significant difference in degree of home adjustment among students because of interaction effect between code and socio economic status (SES).

Table no. 4.38 reveals that 'F' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between code and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 56: There will be no significant difference in degree of health adjustment among students because of interaction between code and socio economic status (SES).

Table no. 4.38 reveals that 'F' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction between code and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 57: There will be no significant difference in degree of social adjustment among students because of interaction effect between code and socio economic status (SES).

Table no. 4.38 reveals that 'F' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between code and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 58: There will be no significant difference in degree of emotional adjustment among students because of interaction effect between code and socio economic status (SES).

Table no. 4.38 reveals that 'F' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between code and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 59: There will be no significant difference in degree of overall adjustment among students because of interaction between code and socio economic status (SES).

Table no. 4.38 reveals that 'F' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of

interaction effect between code and socio economic status (SES).

Hence hypothesis is **accepted**.

- HYPOTHESIS 60: There will be no significant difference in degree of school adjustment among students because of interaction effect between code and socio economic status (SES).

Table no. 4.40 reveals that 'F' value of school adjustment is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between code and socio economic status (SES).

Hence hypothesis is **accepted**.

- HYPOTHESIS 61: There will be no significant difference in degree of home adjustment among students because of interaction effect between gender and socio economic status (SES).

Table no.4.42 reveals that 'F' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction between effect gender and socio economic status (SES). Hence hypothesis is accepted.

- HYPOTHESIS 62: There will be no significant difference in degree of health adjustment among students because of interaction effect between gender and socio economic status (SES).

Table no. 4.42 reveals that 'F' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between gender and socio economic status (SES).

Hence hypothesis is **accepted**.

- HYPOTHESIS 63: There will be no significant difference in degree of social adjustment among students because of interaction effect between gender and socio economic status (SES).

Table no. 4.42 reveals that 'F' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between gender and socio economic status (SES). Hence

hypothesis is **accepted**.

- HYPOTHESIS 64 : There will be no significant difference in degree of emotional adjustment among students because of interaction effect between gender and socio economic status (SES).

Table no. 4.42 reveals that 'F' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between gender and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 65: There will be no significant difference in degree of overall adjustment among students because of interaction effect between gender and socio economic status (SES).

Table no. 4.42 reveals that 'F' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between gender and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 66: There will be no significant difference in degree of school adjustment among students because of interaction effect between gender and socio economic status (SES).

Table no. 4.44 reveals that 'F' value of school adjustment is not significant indicating that there is no significant difference in the degree of overall school adjustment among students because of interaction effect between gender and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 67: There will be no significant difference in degree of home adjustment among students because of interaction between code, gender and socio economic status (SES).

Table no. 4.46 reveals that 'F' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction

between code, gender and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 68: There will be no significant difference in degree of health adjustment among students because of interaction effect between code, gender and socio economic status (SES).

Table no. 4.46 reveals that 'F' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction between code, gender and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 69: There will be no significant difference in degree of social adjustment among students because of interaction effect between code, gender and socio economic status (SES).

Table no. 4.46 reveals that 'F' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between code, gender and socio economic status (SES).

Hence hypothesis is **accepted**.

- HYPOTHESIS 70: There will be no significant difference in degree of emotional adjustment among students because of interaction effect between code, gender and socio economic status (SES).

Table no. 4.46 reveals that 'F' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between code, gender and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 71: There will be no significant difference in degree of overall adjustment among students because of interaction between code, gender and socio economic status (SES).

Table no. 4.46 reveals that 'F' value of overall adjustment is significant at .05 levels indicating that there is a significant difference in the degree of overall adjustment among students because of interaction effect between code, gender and socio economic status (SES). Hence hypothesis is **rejected**.

The mean score on overall adjustment as shown in table no. 4.45 of hearing- impaired male students from low SES is 21.04, mean score of hearing- impaired male students from medium SES is 21.03 and mean score of hearing- impaired male students from high SES is 21.73 indicating that hearing impaired male students from medium SES show better overall adjustment followed by HIS from low SES and high SES. On the other hand, mean score on overall adjustment of normal hearing male students from low SES is 10.31, mean score of normal hearing male

students from medium SES is 13.52 and mean score of normal hearing male students from high SES is 12.08 indicating that normal hearing male students from low SES show better overall adjustment followed by students from high SES and medium SES.

Similarly, mean score on overall adjustment of hearing-impaired female students from low SES is 21.76, mean score of hearing-impaired female students from medium SES is 24.30 and mean score of hearing-impaired female students from high SES is 21.40 indicating that hearing impaired female students from high SES show better overall adjustment followed by students from low SES and medium SES. On the other hand, mean score on overall adjustment of normal hearing female students from low SES is 13.89, mean score of normal hearing female students from medium SES is 14.21 and mean score of normal hearing female students from high SES is 11.22 indicating that normal hearing female students from high SES show better overall adjustment followed by students from low SES and medium SES.

- HYPOTHESIS 72: There will be no significant difference in degree of school adjustment among students because of interaction effect between code, gender and socio economic status (SES).

Table no. 4.48 reveals that 'F' value of school adjustment is not significant indicating that there is no significant difference in the

degree of school adjustment among students because of interaction effect between code, gender and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 73: There will be no significant difference in degree of home adjustment among students because of interaction effect between family type and socio economic status (SES).

Table no. 4.50 reveals that 'F' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between family type and socio economic status (SES).

Hence hypothesis is **accepted**.

- HYPOTHESIS 74: There will be no significant difference in degree of health adjustment among students because of interaction effect between family type and socio economic status (SES).

Table no. 4.50 reveals that 'F' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 75: There will be no significant difference in degree of social adjustment among students because of interaction effect between family type and socio economic status (SES).

Table no. 4.50 reveals that 'F' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between family type (joint or nuclear) and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 76: There will be no significant difference in degree of emotional adjustment among students because of interaction effect between family type (joint or nuclear) and socio economic status (SES).

Table no.4.50 reveals that 'F' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 77: There will be no significant difference in degree of overall adjustment among students because of interaction effect between family type and socio economic status (SES).

Table no. 4.50 reveals that 'F' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 78: There will be no significant difference in degree of school adjustment among students because of interaction effect between family type and socio economic status (SES).

Table no.4.52 reveals that 'F' value of overall school adjustment is not significant indicating that there is no significant difference in the degree of overall school adjustment among students because of interaction effect between family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 79: There will be no significant difference in degree of home adjustment among students because of interaction effect between code, family type and socio economic status (SES).

Table no. 4.54 reveals that 'F' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between code, family type and socio economic status (SES).

Hence hypothesis is **accepted**.

- HYPOTHESIS 80: There will be no significant difference in degree of health adjustment among students because of interaction effect between code, family type and socio economic status (SES).

Table no. 4.54 reveals that 'F' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of

interaction effect between code, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 81: There will be no significant difference in degree of social adjustment among students because of interaction effect between code, family type and socio economic status (SES).

Table no. 4.54 reveals that 'F' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between code, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 82: There will be no significant difference in degree of emotional adjustment among students because of interaction effect between code, family type and socio economic status (SES).

Table no. 4.54 reveals that 'F' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between code, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 83: There will be no significant difference in degree of overall adjustment among students because of interaction effect between code, family type and socio economic status (SES).

Table no. 4.54 reveals that 'F' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between code, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 84: There will be no significant difference in degree of school adjustment among students because of interaction effect between code, family type and socio economic status (SES).

Table no. 4.56 reveals that 'F' value of school adjustment is not significant indicating that there is no significant difference in the degree of overall school adjustment among students because of interaction effect between code, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 85: There will be no significant difference in degree of home adjustment among students because of interaction effect between gender, family type and socio economic status (SES).

Table no. 4.58 reveals that 'F' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 86: There will be no significant difference in degree of health adjustment among students because of interaction effect between gender, family type (joint or nuclear) and socio economic status (SES).

Table no. 4.58 reveals that 'F' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 87: There will be no significant difference in degree of social adjustment among students because of interaction effect between gender, family type and socio economic status (SES).

Table no. 4.58 reveals that 'F' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 88: There will be no significant difference in degree of emotional adjustment among students because of interaction effect between gender, family type and socio economic status (SES).

Table no. 4.58 reveals that 'F' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of

interaction effect between gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 89: There will be no significant difference in degree of overall adjustment among students because of interaction effect between gender, family type (joint or nuclear) and socio economic status (SES).

Table no. 4.58 reveals that 'F' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction effect between gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 90: There will be no significant difference in degree of school adjustment among students because of interaction effect between gender, family type and socio economic status (SES).

Table no. 4.60 reveals that 'F' value of school adjustment is not significant indicating that there is no significant difference in the degree of school adjustment among students because of interaction effect between gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 91: There will be no significant difference in degree of home adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES).

Table no. 4.62 reveals that 'F' value of home adjustment is not significant indicating that there is no significant difference in the degree of home adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 92: There will be no significant difference in degree of health adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES).

Table no. 4.62 reveals that 'F' value of health adjustment is not significant indicating that there is no significant difference in the degree of health adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 93: There will be no significant difference in degree of social adjustment among students because of interaction effect between code, gender, family and socio economic status (SES).

Table no. 4.62 reveals that 'F' value of social adjustment is not significant indicating that there is no significant difference in the degree of social adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 94 : There will be no significant difference in degree of emotional adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES).

Table no. 4.62 reveals that 'F' value of emotional adjustment is not significant indicating that there is no significant difference in the degree of emotional adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 95: There will be no significant difference in degree of overall adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES).

Table no. 4.62 reveals that 'F' value of overall adjustment is not significant indicating that there is no significant difference in the degree of overall adjustment among students because of interaction between code, gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

- HYPOTHESIS 96: There will be no significant difference in degree of school adjustment among students because of interaction effect between code, gender, family type and socio economic status (SES).

Table no. 4.64 reveals that 'F' value of school adjustment is not significant indicating that there is no significant difference in the degree of school adjustment among students because of

interaction effect between code, gender, family type and socio economic status (SES). Hence hypothesis is **accepted**.

## SECTION II

This section will discuss about the nature of academic achievement in HIS. It will also focus on the effects of some independent variables like gender, family type, SES and degree of disability on the academic achievement of HIS. Besides this, an attempt is also made to see the degree of adjustment among low academic achievers and high academic achievers.

- Table no: 4.65 in chapter IV reveals that out of 250 HIS, 178 were found to be low academic achievers whereas only 72 HIS were in category of high academic achievers. It reflects a considerable percentage of students in category of low academic achievers.
  
- Besides this, table no: 3.3 showed that not a single HIS was from class tenth onwards, for the reason that there is no special school for HIS after their tenth. Most of the HIS after their tenth standard have to discontinue their further studies. Therefore, they are forced to join a normal school for their eleventh and twelfth standards, where they either don't get admission or are not able to cope with the studies as

these normal schools have different ways of teaching students in comparison to special schools for HIS.

These HIS require trained professionals to educate them. In addition, they need some specific teaching requirements in the classroom, which are not mostly fulfilled by normal schools. Hence to continue with their further studies in these normal school becomes a difficult task. Thus we very rarely see a HIS proceeding ahead with studies after his tenth in state of Gujarat. Besides this, a option of joining an normal or integrated school is also rarely available to them.

- Under this variable, a number of hypotheses were framed which were analyzed in chapter IV and the discussion is as follow:
  - HYPOTHESIS 97: There will be significant difference in the degree of academic achievement among HIS with respect to their gender.

Table no: 4.66 reflects that chi-square value is not significant indicating that there is no significant difference in the academic achievement of HIS with respect to their gender. Hence gender was not contributing towards any difference in the academic achievement of HIS. Thus the hypothesis is rejected.

- HYPOTHESIS 98: There will be significant difference in the degree of academic achievement among HIS with respect to their SES.

Table no: 4.67 reflects that chi-square value is not significant indicating that there is no significant difference in the academic achievement of HIS with respect to their SES. Hence SES was not contributing towards any difference in the academic achievement of HIS. Thus the hypothesis is rejected.

- HYPOTHESIS 99: There will be significant difference in the degree of academic achievement among HIS with respect to their family type.

Table no: 4.68 reflects that chi-square value is significant at .001 level indicating that there is a significant difference in the academic achievement of HIS with respect to their family type. Hence family type, either joint or nuclear was contributing towards difference in the academic achievement of HIS. Hence hypotheses are accepted.

- HYPOTHESIS 100: There will be significant difference in the degree of academic achievement among HIS with respect to their degree of disability.

Table no: 4.69 reflects that chi-square value is not significant indicating that there is not significant difference in the academic achievement of HIS with respect to their degree of disability. Hence

degree of disability was not contributing towards any difference in the academic achievement of HIS. Thus the hypothesis is rejected.

- HYPOTHESIS 101: There will be significant difference in the degree of home adjustment among low academic achievers and high academic achievers.

Table no: 4.71 reflects that 'f' value of home adjustment is not significant indicating that there is no significant difference in the home adjustment of low academic achievers and high academic achievers. Thus the hypothesis is rejected.

- HYPOTHESIS 102: There will be significant difference in the degree of health adjustment among low academic achievers and high academic achievers.

Table no: 4.71 reflects that 'f' value of health adjustment is not significant indicating that there is no significant difference in the health adjustment of low academic achievers and high academic achievers. Thus the hypothesis is rejected.

- HYPOTHESIS 103: There will be significant difference in the degree of social adjustment among low academic achievers and high academic achievers.

Table no: 4.71 reflects that 'f' value of social adjustment is not significant indicating that there is no significant difference in the social adjustment of low academic achievers and high academic achievers. Thus the hypothesis is rejected.

- HYPOTHESIS 104: There will be significant difference in the degree of emotional adjustment among low academic achievers and high academic achievers.

Table no: 4.71 reflects that 'f' value of emotional adjustment is not significant indicating that there is no significant difference in the emotional adjustment of low academic achievers and high academic achievers. Thus the hypothesis is rejected.

- HYPOTHESIS 105: There will be significant difference in the degree of overall adjustment among low academic achievers and high academic achievers.

Table no: 4.71 reflects that 'f' value of overall adjustment is not significant indicating that there is no significant difference in the overall adjustment of low academic achievers and high academic achievers. Thus the hypothesis is rejected.

- HYPOTHESIS 106: There will be significant difference in the degree of school adjustment among low academic achievers and high academic achievers.

Table no: 4.73 reflects that 'f' value of school adjustment is not significant indicating that there is no significant difference in the overall school adjustment of low academic achievers and high academic achievers. Thus the hypothesis is rejected.

Thus we see that hearing impaired student's academic achievement itself is low and no other factor such as gender, SES, degree of disability or adjustment level is contributing towards its

declination. Here now the question arises as to what are the possible causes of low academic achievements in HIS. During the research period certain facts and circumstances came into light, which highlighted the Causes of low academic achievement in HIS.

They are as follow:

1. Firstly, lack of adequate educational opportunities is the major hurdle in the academic achievement of HIS. Around 58 % of HIS believe that lack of proper schooling facilities is the cause of low academic achievement in HIS. As mentioned earlier, most of the HIS after their tenth standard have to discontinue there further studies because there is no special school after tenth for HIS in Gujarat. Therefore, they are forced to join a normal school for their eleventh and twelfth standards, where they either don't get admissions or are not able to cope with the studies as Hearing impaired students require trained professionals to educate them. In addition, they need some specific teaching requirements in the classroom, which are not fulfilled by normal schools. A HIS who has done his schooling till tenth in a special school where teaching is done keeping his limitations in mind, is suddenly asked to join a school where teaching and learning style is totally different from his earlier experience. Hence to continue with their further studies becomes a difficult task.

Similar study conducted by Serendre M. Verma in Delhi (1999) stated that most of the hearing impaired people believe that HIS should be imparted education separately in a special school as these students require trained professionals and some specific teaching requirements in the classroom which are not met in normal schools. But there is no such school in our state which could provide educational service to HIS after their tenth. Some of its cities even lack these facilities. Junagargh, a city in Gujarat just caters to the educational needs of HIS till their seventh standard.

Availability of integrated schools is also rare. Besides this, there is also no reservation of seats for HIS in any of the normal schools. Hence it becomes the choice of the school authority to either give admission to the HIS or not. A number of parents reported that many schools refuse to take HIS in their schools even when sometimes the child has the capacity to cope in a normal school.

2. Low parental expectations appeared to be very significant contributing factor in low academic achievement among HIS. During the interview, most of the parents reported that they want their HIC to just finish his tenth and thereafter join some vocational training programme. According to them, such vocational training programmes would give job security to their

children whereas they do not see any job opportunities for HIS even after he finishes his graduation. Hence they are more willing to spend time and money on the vocational training of HIS rather than on his studies.

A number of special educators and other professionals from the same field believe that parents give less attention and importance to academic achievement of HIS in compare to their normal hearing children. They also added that their academic expectation from their hearing impaired child is always very low. Thus making no contributions towards academic achievement of their hearing impaired child.

3. A number of parents and professionals also believe that lack of sufficient services rendered by government and voluntary organizations for education of HIS is also a cause of low academic achievement in HIS. According to them, these organizations are not highlighting the needs and rights of HIS. As reported in table no: 39 % of HIS believe that insufficient educational opportunities provided by government and voluntary organizations for education of HIS is the cause of low AA in HIS. They also believe that it is the most unlooked impairment in the society.

Similar study conducted by Serendre M. Verma in Delhi (1999) stated that 79 % of HI people were dissatisfied with the

services rendered by government and voluntary organizations for education of HIS.

4. It was also observed during the data collection that most of the schools give more importance to vocational training programmes rather than on hearing impaired student's further studies. Most of the schools visited during the data collection period in different cities provided rigours vocational training in Carpentry, Tailoring, Candle making, Electronic repairing etc to HIS soon after their tenth standard instead of providing them opportunities for higher secondary education.

5. Lastly, attitude of HIS contribute more towards low academic achievement among them. As shown in table no: 92 % of students reported that they want to discontinue their studies soon after their tenth. When asked about the reason, hearing impaired students reported that vocational training will only fetch them financial security in future and that they see very little chances of getting a job in future through their educational qualifications.

The reason behind this attitude could be the above mentioned ones. They themselves strongly believe that they should concentrate more on vocational training programmes rather than

on their academics, which would doubtfully fetch them a job in  
future

### SECTION III

This section will discuss about the professional expectations of HIS and NHS of Gujarat. As mentioned earlier, no hypotheses were framed under this variable. It was an attempt to know the professional expectations of HIS and NHS of Gujarat. Hence their professional expectations were listed out with respect to their gender, SES and family type. In case of HIS, an attempt was also made to analysis their professional expectations with respect to their degree of disability and academic achievement.

TABLE NO.: 5.1

**FIVE MOST EXPECTED PROFESSIONAL EXPECTATIONS OF HEARING IMPAIRED STUDENTS AND STUDENTS WITH NORMAL HEARING OF GUJARAT.**

HIS			NHS		
PROFESSIONAL EXPECTATIONS	FREQUENCY	PERCENTAGE	PROFESSIONAL EXPECTATIONS	FREQUENCY	PERCENTAGE
ELECTRONIC REPAIRER	56	22.4	DOCTOR	54	21.6
TEACHER	49	19.6	ENGINEER	41	16.4
CANDLE MAKER	40	16.0	MBA	28	11.2
TAILOR	30	12.0	ARMY	16	6.4
HOUSEWIVES	26	10.4	IAS	14	5.6
			CA	14	5.6

Hence we see very different professional expectations of HIS and NHS. Their view towards their professional life in future is totally apart from each other. Besides this, we also see that NHS keeps so many options for their professional choice whereas HIS keep a very limited choice.

TABLE NO.: 5.2

**FIVE MOST EXPECTED PROFESSIONAL EXPECTATIONS OF HEARING IMPAIRED STUDENTS (A) AND STUDENTS WITH NORMAL HEARING (B) OF GUJARAT WITH RESPECT TO THEIR GENDER.**

**(A)**

HEARING IMPAIRED STUDENTS					
MALES			FEMALES		
PROFESSIONAL EXPECTATIONS	FREQUENCY	PERCENTAGE	PROFESSIONAL EXPECTATIONS	FREQUENCY	PERCENTAGE
ELECTRONIC REPAIRER	42	26.9	HOUSEWIVES	24	25.5
CANDLE MAKER	36	23.1	TEACHER	20	21.3
TEACHER	29	18.6	TAILOR	14	14.9
TAILOR	16	10.3	ELECTRONIC REPAIRER	14	14.9
ANY BUSSINESS	8	5.1	TYPIST	9	9.6

**(B)**

STUDENTS WITH NORMAL HEARING					
MALES			FEMALES		
PROFESSIONAL EXPECTATIONS	FREQUENCY	PERCENTAGE	PROFESSIONAL EXPECTATIONS	FREQUENCY	PERCENTAGE
ENGINEER	34	23.0	DOCTOR	31	30.4
DOCTOR	23	15.5	TEACHER	10	9.8
MBA	20	13.5	IAS	9	8.8
ARMY	13	8.8	MBA	8	7.8
CA	9	6.1	ENGINEER	7	6.9

The above table A and B again reflects a wide difference in professional expectations of male and female HIS and NHS. A male HIS has so different professional expectations from a male NHS. Same is the case with female HIS and NHS.

The table B reflects not much difference in professional expectations of male and female students with normal hearing. Likewise, Hearing impaired male and female students also do not differ much in their professional expectations.

TABLE NO.: 5.3

**FIVE MOST EXPECTED PROFESSIONAL EXPECTATIONS OF  
HEARING IMPAIRED STUDENTS (A) AND STUDENTS WITH  
NORMAL HEARING (B) OF GUJARAT WITH RESPECT TO THEIR  
SOCIO ECONOMIC STATUS.**

(A)

HEARING IMPAIRED STUDENTS		
TYPE OF SES & PE	FREQUENCY	PERCENTAGE
❖ LOW SES		
TEACHER	10	21.3
TYPIST	6	12.8
HOUSEWIVES	5	10.6
❖ MEDIUM SES		
ELECTRONIC REPAIRER	42	30.9
TEACHER	28	20.6
TAILOR	17	12.5
❖ HIGH SES		
CANDLE MAKER	23	34.3
TEACHER	11	16.4
TAILOR	10	14.9

## (B)

STUDENTS WITH NORMAL HEARING		
TYPE OF SES & PE	FREQUENCY	PERCENTAGE
❖ LOW SES		
DOCTER	20	24.4
ARMY	11	13.4
ENGINEER	10	12.2
❖ MEDIUM SES		
DOCTER	24	21.2
MBA	18	15.9
ENGINEER	17	15.0
❖ HIGH SES		
ENGINEER	14	25.5
DOCTER	10	18.2
MBA	7	12.7

The above table again indicates that SES factor has not contributed towards any significant difference in professional expectations of HIS. Similar is the case with NHS. Their SES has not affected their career expectations from their future.

TABLE NO.: 5.4

**THREE MOST EXPECTED PROFESSIONAL EXPECTATIONS OF  
HEARING IMPAIRED STUDENTS (A) AND STUDENTS WITH  
NORMAL HEARING (B) OF GUJARAT WITH RESPECT TO THEIR  
FAMILY TYPE**

## (A)

HEARING IMPAIRED STUDENTS		
FAMILY TYPE & PE	FREQUENCY	PERCENTAGE
❖ NUCLEAR		
CANDLE MAKER	37	25.9
TEACHER	32	22.4
TAILOR	23	16.1
❖ JOINT		
ELECTRONIC REPAIRER	36	33.6
TEACHER	17	15.9
TYPIST	10	9.3

## (B)

STUDENTS WITH NORMAL HEARING		
FAMILY TYPE & PE	FREQUENCY	PERCENTAGE
❖ NUCLEAR		
DOCTER	43	23.1
ENGINEER	31	16.7

MBA	16	8.6
❖ JOINT		
MBA	12	19.0
DOCTER	11	17.5
ENGINEER	10	15.9

The above tables A and B indicate that family type variable also seems to be not affecting professional expectations of HIS and NHS. The students from Joint and Nuclear families carry similar professional expectations both in Case of HIS and NHS.

TABLE NO.: 5.5

**THREE MOST EXPECTED PROFESSIONAL EXPECTATIONS OF  
HEARING IMPAIRED STUDENTS WITH RESPECT TO THEIR  
ACADEMIC ACHIEVEMENT.**

HEARING IMPAIRED STUDENTS		
AA & PE	FREQUENCY	PERCENTAGE
❖ LOW		
ELECTRONIC REPAIRER	42	23.6
TEACHER	37	20.8
CANDLE MAKER	30	16.9
❖ HIGH		
ELECTRONIC REPAIRER	14	19.4
TEACHER	12	16.7
CANDLE MAKER	10	13.9

The above table indicates that professional expectations of HIS are not much different inspite of their difference in academic achievements. Even good academic progress in high academic achievers has not made them think differently from low academic achievers regarding their professional choice.

TABLE NO.: 5.6

**THREE MOST EXPECTED PROFESSIONAL EXPECTATIONS OF  
HEARING IMPAIRED STUDENTS WITH RESPECT TO THEIR  
DEGREE OF DISABILITY.**

HEARING IMPAIRED STUDENTS		
DD & PE	FREQUENCY	PERCENTAGE
❖ MILD		
TAILOR	7	63.6
HOUSEWIVES	3	27.3
FAMILY BUSINESS	1	9.1
❖ MODERATE		
CANDLE MAKER	36	36.4
TEACHER	20	20.2
HOUEWIVES	10	10.1
❖ SEVERE		
BUSINESS	8	40.0
TAILOR	5	25.5
HOUSEWIVES	4	20.0
❖ PROFOUND		
ELECRONIC REPAIRER	49	40.8
TEACHER	28	23.3
TYPIST	12	10.0

Degree of disability is considered to be very important measure in a hearing impaired person's life. His dependency in life is measured in terms of his degree of disability figure. But again here we see not much difference in the professional expectation of HIS with respect to their Degree of disability.

Thus the major difference, which prevails, is between professional expectations of HIS and NHS. Besides this, other factors such as gender, SES, family type, academic achievement and degree of disability has made no significant difference in affecting professional expectations of HIS as well as of NHS.

During the research period, an attempt was made to study the factors and circumstances, which were contributing to low professional expectations in HIS of Gujarat. Following are some of the most important reasons, which contributed to low professional expectations in HIS:

1. The very first important reason behind low Professional Expectations in HIS is prevailing low educational opportunities. Most of the HIS after their tenth standard have to discontinue there further studies because there is no special school after tenth for HIS in Gujarat. Even integrated or normal schools hesitate to give them admission in their respective schools.

2. Secondly, low parental expectation leads to low professional expectations in HIS. Most of the parents during the interview schedule reported that they just want their children to finish his tenth standard and opt for some vocational training programme like Carpentry, Tailoring, Candle making, Electronic repairing, etc as early as possible. They added that they don't see much good future for their children even if he completes his graduation. And on the other hand a vocational training programme would at least assure him a job and make him financially independent in his future life. During the interviews, it was felt that parents of HIS showed great concerns regarding their career and expected them to settle down early in their lives. Thus a NHS gets a maximum time to settle down in his career whereas a HIS is made to leave his studies in between and opt for some career or some vocational training programme in his initial periods of life. This reflects a very opposite picture. The person who needs more time to go ahead and choose his willing profession is given the shortest time period.

The case is more worst in case of female HIS. Parents simply carry no professional expectation from a hearing-impaired girl child. The only option reported by most of the parents was to

get her married. Thus the only attention is given in improving her household working skills and abilities.

3. Thirdly, it was observed during the data collection that most of the schools give more importance to vocational training programmes rather than on hearing impaired students' further studies. Most of the schools visited during the data collection period in different cities provided rigorous vocational training in Carpentry, Tailoring, Candle making, Electronic repairing etc to HIS after their tenth standard instead of providing them opportunities for higher secondary education.

4. Besides this low professional opportunities provided by NGO's and Government agencies also discourage HIS and their parents to think more about their professional expectations.

An e.g. of such a difference is illustrated in the advertisement below. (Employment News, dated 4.6.04)

Employment News 29 May—4 June 2004



## WESTERN RAILWAY – RAJKOT DIVISION

**EMPLOYMENT NOTICE NO. E/ CON / 890 / 59 (PH) Date : 13-5-2004**

**LAST DATE FOR SUBMISSION OF APPLICATIONS : 30-06-2004**

**SUB : - Recruitment against physically handicapped quota in Group 'C' and 'D' categories on Rajkot division.**

To eliminate the quota reserved for Recruitment of the Physically Handicapped persons, it has been decided to conduct a Recruitment against physically handicapped quota on Rajkot division as per details given here under .-

**01. No of assessed vacancies :-**

Group 'C'		Group 'D'	
Orthopaedically Handicapped	Hearing Handicapped	Orthopaedically Handicapped	Hearing Handicapped
04	04	03	04

**02. Allotment of the posts identified :-**

Group	Handicappedness	Post Identified	Functional Deformity Required
'C'	Orthopaedically handicapped	1. Stenographer Scale Rs. 4000-6000	One leg affected
'C'	Ortho. Handicapped	2. ACC scale Rs. 3200 - 4900	OL, OA, BL
'C'	Hearing Handicapped	1. Carpenter scale Rs. 3050 - 4590	D, PD
'C'	Hearing Handicapped	2. Painter (General) scale Rs. 3050 - 4590	D, PD
'C'	Hearing Handicapped	3. Mason scale Rs. 3050 - 4590	D, PD
'C'	Hearing Handicapped	4. TNC Scale Rs. 3050 - 4590	OA, PD
'D'	Orthopaedically Handicapped	1. Retiring Room Bearer Scale Rs. 2550 - 3200	OL, OA
'D'	Orthopaedically Handicapped	2. Waterman Scale Rs. 2550 - 3200	OL
'D'	Orthopaedically Handicapped	3. Shed Messenger Scales Rs. 2550 - 3200	OL, OA
'D'	Hearing Handicapped	1. Safaiwala Mech (C & W) deptt & Medical deptt scale Rs. 2550 - 3200	PD, D

This advertisement clearly shows the professional expectation of the society from a hearing impaired person. Similar other advertisements can be read everyday in newspapers and advertisement columns. This basically reflects our hesitation and non-cooperation towards employing a person who slightly needs our support to live independently in this society.

Table no: 4.104 also shows that 54 % of HIS reported that they were not satisfied with the employment opportunities provided by NGO's and government agencies. A similar picture came into light while interview with

parents. They say that most of the NGO's or government agencies work for either physically handicapped, mentally challenged or blind people and there are very few organizations working for employment of hearing impaired people. According to them this is the most neglected handicap in society.

5. Lastly, HIS also contribute towards their low PE. Most of them plan to discontinue their studies soon after their tenth as shown in table no: Which reflects that 82% of HIS wish to join some vocational training soon after their tenth and some even before that.

The reason behind this attitude could be the above mentioned ones. They themselves strongly believe that they should concentrate more on vocational training pogrammes rather than on their academics, which would doubtfully fetch them a job.

\*\*\*\*\*

## SECTION IV

This section wanted to know about the viewpoints of HIS about their social life, health and level of satisfaction, family members, relatives, friends and general public. It also wanted to know whether the NHS differed in their attitude from HIS on these aspects.

An attempt was also made to know about the level of satisfaction felt by HIS on their academic and professional grounds.

The following points will reflect upon the entire scenario:

- HIS prefer to spend majority of their free time at home watching television in comparison to NHS who prefer to interact with their family members during their free time at home.
- HIS felt that communication at home was not always satisfactory whereas NHS found it to be mostly satisfactory.
- A majority of times HIS felt that they lack love and affection at home. They found it maximum among their schoolmates or class friends. NHS found love and affection mostly at home.
- Both HIS and NHS felt that parents are short tempered while dealing with them.

- HIS reported that sometimes their parents do criticize them for being a hearing impaired person.
- A maximum number of HIS felt that parents always underestimate their capabilities as compared to their brothers and sisters (In case of HIS, we mean by normal hearing siblings). NHS felt it sometimes.
- HIS reported that they sometimes hesitate in making social visits because people stare at them in social gatherings which make them and their parents little reluctant to go for social visits. NHS showed no such hesitation.
- It was also noticed that most of the HIS preferred friendship with hearing impaired people only.
- Both HIS and NHS reported that parents equally take interest in their academic achievements as compared to their siblings (In case of HIS, we mean by normal hearing siblings). And therefore do take out time to help them in their studies.
- HIS reported that parents usually carry low expectations from them regarding their academic achievement whereas NHS said that parents carry over expectations from them regarding in case of their academic achievement.
- Both HIS and NHS reported that their teachers help them whenever they approach them with any academic difficulty.

But in case of personal crisis, majority of NHS denied of going to their teachers for any help or guidance. Whereas considerable percentage of HIS approached their teachers in times of any personal crisis.

- Both HIS and NHS reported that they were satisfied with the facilities available in their schools.
- It was surprising to know that maximum number of HIS wanted to pursue their studies till their tenth only and demanded to have a special school even after their tenth, if they wish to continue. In case of NHS, mostly all students wanted to pursue their studies till their post graduation.
- HIS indicated that lack of proper institutions was the major hurdle in their education. HIS also reported that they are partially aware of all the facilities available for a HIS in Gujarat. NHS reported no such hurdle.
- A strong sense of dissatisfaction was also seen among HIS regarding the services rendered by the government and NGO's for the rehabilitation of HIS in Gujarat.

.....

## SECTION V

This session of interview reflected the view points of parents of HIS towards the social life, health, level of satisfaction, adjustment and academic achievement and professional challenges faced by a HIS.

- Parents reported that HIC hesitate in making social visits because people stare at them and talk about their impairment. They also added that people either make short interactions or no interactions with them. Thus all this makes HIC more prone to avoid social visits.

- HIC were also found to be more sensitive. Parents feel that a simple punishment may make them feel that because they are hearing impaired they are being punished by parents. A little more attention to their hearing sibling makes them feel neglected. Girls are reported to be emotionally more sensitive than boys.

- Parents also reported that HIC are more aggressive, stubborn, suspicious and hyperactive in comparison to NHC. Expression of feeling among their hearing world is not always possible. Hence words take the form of actions. If happiness is to be expressed, it may be in form of hyperactive behavior. Similarly in case of depressive or tense mood, the behavior may be comparatively stubborn and aggressive. Parent added that HIC are quite suspicious and insecure about their surroundings. They

always feel that people are talking about them and their impairment. Parents confessed that all these things frustrate them.

- A majority of parents reported that mostly they are fully able to communicate with their HIC. They see communication gap more between their HIC and visiting cousins, aunties, uncles, siblings etc.

- Usually HIC do not need any special attention and care except on few matters. For instance, hearing aids are very expensive and delicate and require regular maintained and checking. Usually HIC face more ear discharge and ear infection problems as well.

- Parents feel that HIC and his hearing sibling do not share the same relationship like any other brother and sister. They do not share many personal talks. Mostly they are not involved in similar activities or hobbies. But as far as taking responsibility in concerned, both HIC and his hearing sibling equally take responsibility of each other.

- It was surprising to know that mostly all the parents are planning to continue their hearing impaired child's' academic career only till tenth standard because they do not see much job opportunities for their HIC even after his graduation. Personal business or self-employment is more advisable by parents. Besides

this parents want their HIC to settle down early in any profession. They also feel that HIC are offered low professional choice inspite of their capabilities to perform other jobs. Hence where a NHC is given the maximum time to settle in his future, the case is reverse for a HIC.

- Parents also reported that lack of proper institutions is the major hurdle in the education of their HIC. They demanded special schools for HIS to continue their Higher Secondary Education.

- This session also reflected the level of dissatisfaction among parents towards the services rendered by NGO's and government agencies for the rehabilitation of HIS. They expressed the following demands:

1. More number of special employment exchanges with more number of vacancies for hearing impaired people.
2. NGO's should work more towards making public and private sector aware about the capabilities of HIP. They should encourage more such sectors to provide job opportunities for HIP and thereafter ensure that such vacancies are not just left vacant.
3. More financial support like loan plans for helping HIP for setting self-employment.

4. More such employment exchanges in rural sectors of Gujarat.
5. They also demanded that NGO's or employment exchanges should make affords for reservation of vacancies for HIP in public and private sector.

\*\*\*\*\*

## SECTION VI

This session of interview reflected the view points of Teachers, professionals like ENT specialists, Speech therapists, Special educators etc of HIS about the social life, health, level of satisfaction, adjustment and academic achievement and professional challenges faced by a HIS. It also reflected their opinion about the parents and siblings of HIS.

- Most of the professionals feel that HIC are more aggressive, hyperactive, emotionally sensitive, suspicious and stubborn in comparison to NHC. But they mentioned that as students they don't differ from each other. Infact, HIS are reported to show more emotional attachment with their school teachers.

- Most of them feel that parents treat their HIC and their NHC similarly but following were the areas where the respondents felt that parents make some differentiation among them:

1. Less freedom of independence
2. Less attention to their academic achievements.
3. More eager to settle then financially in future. In case of hearing-impaired female child, marriage as early as possible.
4. The behavior problems are highlighted more.

- Most of the parents were reported to fully take responsibility of their HIC. But some parents from low SES are unable to do so because of the following reasons:

1. Hearing aids are very expensive and simultaneously delicate and require regular battery change, which is usually unaffordable by parents from low SES.

2. Usually HIC come across problem of ear infection and ear discharge, which sometimes is unlooked by parents from low SES.

3. Most of them cannot even afford good types of hearing aids. Though NGO's provide them but their maintainance is quite expensive which makes it unaffordable for most of the parents.

- Professional feel that HIS lag behind in their academic achievement as compared to NHS due to expectations of getting low job opportunities, low parental expectations and lack of proper institutions, for instance special schools or integrated schools to continue higher studies. They also added that mostly parents take interest in the academic achievement of their HIC but mostly are keener to vocationally train their HIC. They usually say that academic achievement would not fetch their child any job in future. Hence self-employment through vocational training programmes like carpentry, tailoring, candle making, electronic repairing etc is mostly preferred by parents. Usually parents from

high SES are seen to give more attention to academic achievement also.

- They feel that HIS are always given low career opportunities.

People do not understand that they just have communication problem and treat them as if they have low intellectual functioning. They usually hesitate to employ them inspite of the fact that it may just take them few days to understand each other. But most of us either make no trials or simply hesitate to employ them.

- They feel that NGO's are working efficiently in the area of academic and professional rehabilitation but require certain changes in their outlook. A lot of stress is given on the vocational training of HIS instead of their academic achievement. But it is usually seen that such jobs are offering low income to HIP. Such organizations also give loans and other support to HIP for self-employment but then with its own limitations. One case was reported by a social worker to which the researcher met during the interview period. In this case, a hearing impaired person was given a piece of land and a permission to open his own STD ISD PCO shop. But this land was given in Bhailia village (Vadodara district) where the HIP use to get very few customers. Hence he had to shut down his shop and is currently looking for a new job to earn his bread and butter.

They also stressed that NGO's are not working towards ensuring more jobs in private and public sector. The seats that are reserved for HIP are either left vacant or are quite a few in numbers. Hence NGO's should keep a check on it. They should have more awareness camps to motivate employers from private and public sector to employ HIP without any hesitation. They feel that NGO's are more efficiently working for physically, mentally and visually challenged people. And as this handicap is not visible it is the most unlooked one.

---